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ABSTRACT

Humane education promotes responsible behavior and improves the quality of life for animals and humans. Teaching the humane treatment of animals is a complex, philosophical, and values-oriented subject. Lessons for each grade level have performance objectives, materials, and activities. Student activity sheets are provided for follow-up activities. The lessons for kindergarten emphasize becoming a responsible pet owner by providing for the pet's basic needs. First graders learn to take responsibility for pets at home and identify animals that do not make good pets. Second graders are engaged in caring for a pet in the classroom. They also identify the products that farm animals contribute to society. Third graders recognize that human interference in the natural environment can cause harm to animal life, and they differentiate between proper and improper treatment of animals which entertain and provide recreation. Fourth graders learn about pet overpopulation and why there are laws to protect animals and people. Activities for fifth graders emphasize the food chain, and the natural environment of animals. Sixth graders discuss animal rights, the ocean's life patterns, and maintenance of a healthy environment. Lists of resource materials are appended, including organizations and books for teachers and children; topics and objectives for each grade level are keyed to pages in the guide. (SM)

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# Humane Education

## Resource Guide

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# Humane Education

## *Resource Guide*

A Guide for Elementary School Teachers

ISBN # 88315-632-6

Curric. # 00-8080-20

New York City Board of Education • Division of Curriculum and Instruction • Office of Curriculum Development and Support

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# FOREWORD

New York State law mandates the teaching of humane education in elementary schools. This law, section 809, "Instruction in the Humane Treatment of Animals and Birds" reads in part:

"The officer, board or commission authorized...to prescribe courses of instruction shall cause instruction to be given in every elementary school under state control or supported wholly or partly by public money of the state, in humane treatment and protection of animals and birds and the importance of the part they play in the economy of nature as well as the necessity of controlling the proliferation of animals which are subsequently abandoned and caused to suffer extreme cruelty. Such instruction...may be joined with work in literature, reading, language, nature study or ethnology. Such weekly instruction may be divided in two or more periods..."

L. 1947, c. 820, eff. July 1, 1947
As amended L. 1976, c. 138, Section 1.

This law, almost forty years old, helps define our responsibility as educators in focusing our students' attention on the role of animals in the complicated network of life on earth and more specifically on the interaction and relationship of people and animals. From the earliest moments in life we learn through various avenues of perception about animals and ourselves; gradually knowledge leads to understanding, appreciation and compassion both for our fellow humans as well as members of the animal kingdom.

Humane education as part of the formal instructional process is certainly not new. Kathleen Savesky, Director of the National Association for the Advancement of Humane Education, pointed out at the NYC Conference on Humane Education in 1984 that as early as 1882 the Massachusettes Society of the Prevention of Cruelty to Animals was fostering prosocial rather than antisocial learning through the general curriculum offered in schools by clarifying the relationship and responsibility of people to all forms of animal life. The ultimate goal of such a process is responsible individual and community action aimed at improving the quality of life on earth for all living creatures as well as all humankind.

With such an objective in mind it is clear that humane education cuts across the traditional and sometimes arbitrary boundaries of instructional disciplines. Knowledge, compassion, justice, respect, critical thinking, and problem solving can be the outcome of learning experiences and investigations in a wide variety of curriculum areas - literature, reading, nature study, science, social studies, art, and beyond.

As we examine our role as classroom teachers addressing both the humane education topics prescribed by law, as well as those issues that come to our attention in contemporary society, we must be reminded that we often practice humane education without realizing that we are doing it. Conversely and regrettably, we are also capable of communicating values and concepts that are contrary to the mainstream of the humane education effort by our examples as role models to children in daily life both at home and at school.

This resource guide is merely a springboard to the many creative and effective activities available to us in this noble quest.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

# ACKNOWLEDGMENTS

The Humane Education Resource Guide is intended to help teachers plan and implement effective humane education learning activities for their students. Topics include those responsibilities that are outlined by the New York State law, as well as suggestions for further exploration in areas beyond the scope and concerns of such legislation.

This guide has been a project of the Division of Curriculum and Instruction of the New York City Board of Education, Charlotte Frank, Executive Director.

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# THE LAW

Section 809.
Introduction in the Humane Treatment of Animals and Birds

The officer, board or commission authorized or required to prescribe courses of instruction shall cause instruction to be given in every elementary school under state control or supported wholly or partly by public money of the state, in the humane treatment and protection of animals and birds and the importance of the part they play in the economy of nature as well as the necessity of controlling the proliferation of animals which are subsequently abandoned and caused to suffer extreme cruelty. Such instruction shall be for such period of time during each school year as the board of regents may prescribe and may be joined with work in literature, reading, language, nature study or ethnology. Such weekly instruction may be divided into two or more periods. A school district shall not be entitled to participate in the public school money on account of any school or the attendance at any school subject to the provisions of this section, if the instruction required hereby is not given therein.

As amended L 1976, c. 138, Section 1.

1976 Amendment. L 1976, c. 138. Section 1, eff. Sept. 1, 1976, in sentence beginning "The officer" added "as well as the necessity of controlling the proliferation of animals which are subsequently abandoned and caused to suffer extreme cruelty."

# BE PREPARED

Teaching the humane treatment of animals is a very complex, philosophical, values-oriented subject. An individual's experience, culture, religion, environment, and background affect attitude, understanding, feelings, and decision making. The teacher, before beginning to teach the humane treatment of animals, should be prepared for the unexpected.

Children, even very young children, are going to raise some difficult questions. One child may have a mouse for a pet and have very tender feelings for it. Another child may live where mice and rats infest the human environment and even bite people - this child hates and fears rodents and wants to kill them. A child learns in school that taking eggs from a bird's nest can be harmful, it is his/her responsibility to pick the eggs up from the chicken coop every morning. These opposing views cause a dilemma difficult for children to deal with.

Without an opportunity to voice their concerns in a nonthreatening environment, children are not apt to clarify their thinking. There are not simple, right and wrong answers to these questions, and trying to give the children such will only confuse and perhaps disillusion them. It is important that the teacher provide the children with information, encourage the children to look at all sides of an issue, and guide them to open, nonjudgmental discussion of debatable questions.

The teacher will find attitudinal statements in this bulletin. They reflect attitudes which our society holds right or wrong. For instance, our society believes it is wrong to callously mistreat an animal. Abandonment of a dog, cat, or other pet is callous mistreatment, though some people do not seem to realize this. Children should become aware of what happens to an animal when it is abandoned and learn why this is wrong. Our society believes that it is right to license dogs. Children should learn how these laws came about and why it is felt right that dogs should be licensed.

Probably, as some read these last words, they questioned, "But is that right?" or "Is that wrong?", which raises the question, "What is humane treatment of animals?" Webster defines humane as "marked by compassion, sympathy, or consideration for other human beings or animals." This definition would be an excellent objective for a program on the humane treatment of animals.

In order to be prepared to deal with the many aspects of this program, the teacher is encouraged to peruse the materials listed in the appendix of this bulletin. Such reading will better prepare him/her to cope with the many questions that children are apt to raise. The teaching of the humane treatment of animals involves value clarification, attitudinal development, decision making, and other cognitive processes, as well as correlation with other subject areas.

## The Need for Education in the Humane Treatment of Animals

The problems resulting from careless treatment of the environment point out the need to understand the world as an interacting ecosystem. Environmental studies reveal the interdependence of all members of the ecosystem. People and animals are cohabitants of the earth, each relying on the behavior of the other to maintain the system.

Changes in human society affect animal life.

- The mobility of the human population often makes pet ownership difficult.
- The increasing number of stray pets is contributing to health and safety problems for animals and people.
- Increasing suburbanization and nonrural life styles cause high concentrations of pet life and increasing relocation of wildlife.
- Societal values concerning life and the balance of nature call for an understanding of people's role in the ecosystem.
- Environmental management calls for balancing the needs of wildlife with human needs.

Childhood, when an interest in living things is strong, is the opportune time to begin instilling attitudes of reverence and respect for all life. If humane decision making and values formation are to be accomplished, pupils should be guided early to discuss and contemplate humane treatment of animals. Reviewing the concepts periodically throughout the school years will allow for maturing children to examine their attitudes and refine them in accordance with their growing ability to deal with the world around them.

## Objectives of Humane Treatment of Animals Education

All living creatures deserve humane, respectful treatment simply because, as living creatures, it is their right.

Humane education serves to increase respect for all life and to emphasize the role of each person in preserving the environment for all. Specific objectives of humane education will help the children develop:

- a reverence for life.
- respect for animals as living creatures.
- proper behavior toward wildlife.
- action-oriented concern regarding care of caged animals (zoos, shelters, pet shops, classrooms).
- an understanding of laws regarding animal treatment.
- an understanding of and concern for keeping the environment safe and natural for all life.
- a responsible attitude toward pet ownership.

Source: The University of the State of New York, The Humane Treatment of Animals, (Albany, NY: The State Education Department, Bureau of Elementary Curriculum Development, 1976), pp. 3-4.

# TEACHERS' ROLE

The attitudes and values which lead to an action-oriented belief in the humane treatment of animals are developed over a long period of time. These attitudes and values evolve from real life experiences with living creatures, vicarious experiences, and gleaning of factual information. Teachers have a responsibility to provide each of these to the young in their charge.

Real life experiences with animals may consist of involvement in the care of pets, observing animals in their natural habitat, and visiting zoos, pet shops, and animal shelters. Vicarious experiences involve reading about animals; viewing films, filmstrips, and television shows; and discussions. Factual information may be gathered through reference books, talking to people involved in animal-related occupations, and through newspaper articles and magazines.

Teachers should survey their community for areas where animals might be observed in their natural environment; for location of animal shelters, pet shops, and zoos; and for services involving animal protection and care. Visiting these learning environments and then utilizing these experiences back in the classroom will give more meaning and understanding to the concepts presented in this bulletin.

Creating respect and reverence for life is done best by day-to-day example. Children's attention can be directed to interaction with animals in conjunction with various areas of the curriculum.

Stories about animals, pertinent news items, and science and social studies units might all serve as vehicles for furthering concepts about life and living creatures. Daily occurrences often provide opportunities for active commitment to humane animal care. Is an unwanted classroom spider killed or released outside? How is the problem of the stray dog on the playground handled? What happens to the tadpoles, frog, toad, or snake a child brings to school?

The concepts involved in humane treatment of animals education are concerned with attitudes and values. While you as a teacher cannot dictate these, you can help children in their development. It is important that you present children with problems for discussion, help them to see the ramifications of their decision. Sometimes, in order to prevent harm befalling a living creature, it may be necessary to overrule the children's decision. In doing this, however, children should be made aware of the reasons their decisions are not being carried out including the understanding that as the adult in charge you do hold final responsibility.

Since the children are imitators of adults, the best way to inspire value development is to serve as a good example. By deepening your own reverence for life and becoming more committed to all copassengers on space ship earth, this end will be served.

Source: The University of the State of New York, The Humane Treatment of Animals, (Albany, NY: The State Education Department, Bureau of Elementary Curriculum Development, 1976), p. 25.

# ANIMALS AND HUMANS HAVE SIMILAR BASIC NEEDS

Performance Objective: Students will be able to identify that animals and humans have similar basic needs.

Materials: pictures of animals and humans: eating, drinking, in their respective shelters, protected from cold and heat, etc.

Motivation: Have students talk about their observation of their pets meeting basic needs.

Aim: What are the similar basic needs of animals and humans?

Activities:

- Show pictures of people eating.
- Show pictures of animals eating.
- Have students conclude that both animals and people need food.
- Show pictures of people drinking water, milk, juice, etc.
- Show pictures of animals drinking.
- Have students conclude that both animals and people need water.
- Show pictures of animals and people in various shelters and have students conclude that both humans and animals need shelter.
- Show pictures of people wearing different clothing depending on weather conditions, e.g., children's sweaters in Fall. Discuss how animals have their own way of protecting themselves from various weather conditions. Cats and dogs shed hair; some animals change their coat color or grow a thick winter coat of fur or feathers.

Summary:

- Using an experience chart, ask students to name things that both animals and humans need.
- Have students draw pictures of animal shelters and food, using the activity sheet as a sample.

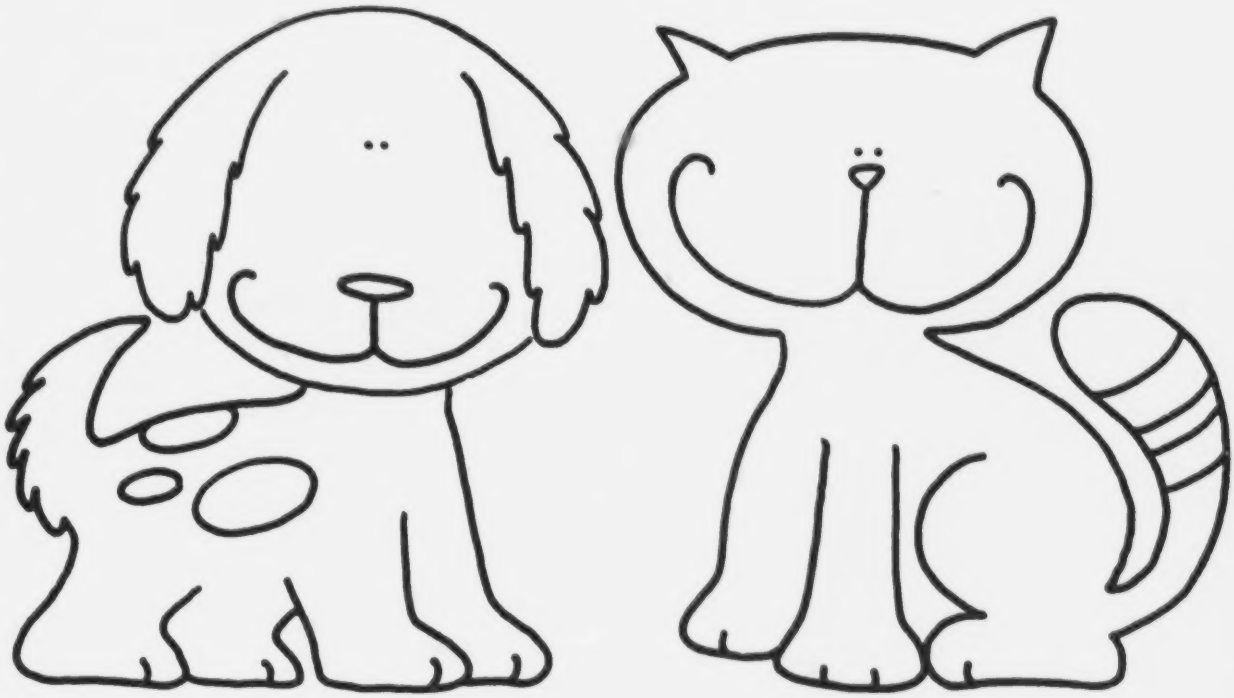
Follow-up Activities:

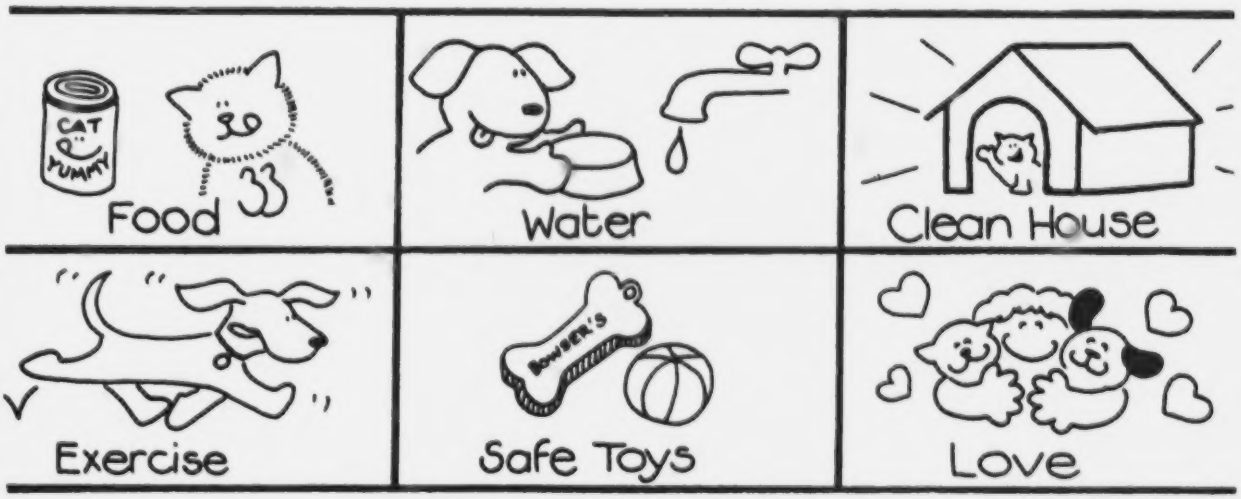
- Select appropriate resource material to augment the concept that humans and animals have similar basic needs. (See Appendix.)
- Show media to reinforce ideas.
- Care for a pet in the classroom, e.g., a hamster.

Special Education/Additional Concepts:

- Pets need a schedule: a regular time for feeding, exercise and cleaning.
- Provide a safe and clean environment - if not, the animal will get sick or may die.
- Don't give candy or junk food to animals. Not only is it unhealthy, their systems are not used to it.
- Loving a pet means giving it: food, water, exercise, its own clean environment, and love and attention.
- Remember, it is up to the parent and teacher to decide how much responsibility the child can assume - too much will make it unrealistic and the child will become frustrated and do nothing.

# All Pets Need






**Peninsula Humane Society Education Department**
**12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720**

# PET CARE — A RESPONSIBLE ATTITUDE TOWARD PET OWNERSHIP

Performance Objective: Students will be able to identify that pets need special care.

Materials: leash, food and water bowls, stuffed toy animals, a live pet, pet toys, brush, collar and tags, litter pan, scratching post, pictures of people and pets depicting similar emotions

Motivation: Have students bring in pictures of their pets or pictures of pets from magazines.

Aim: What are some special ways we care for our pets?

Activities:

- Teacher asks students to show their pictures of pets.
- Elicit from students the use of each item and clarify the proper use of each item. Role-play this activity (cats, dogs, birds, etc.).
- Have students compare each item to a human behavior, e.g.:
  - leash to holding adult's hand when crossing the street
  - scratching post to nail clipper or nail file
  - collar and tags to ID or name tag on trip
- For each item discuss or role-play situations that will evoke positive and negative emotions in pets, e.g.:
  - petting animals when putting leash on (positive)
  - tying pet on a short leash and leaving for a long period of time (negative)
  - feed animal at appropriate time (positive)
  - taking away food dish when eating (negative - explain that this is dangerous)

Summary:

- Using an experience chart, refer back to pet pictures and have children list how we can give pets special care.

Follow-up Activities:

- Select appropriate resource material to reinforce responsible pet ownership.
- Provide students with the opportunity to care for a classroom pet. Rotate responsibilities.
- Have students create a class picture book or individual picture book on the topic of "caring for my pet."

Special Education/Additional Activities:

- Students should become familiar with the use of pet-care items: nail clipper, plastic and wire brushes, etc. Draw similarities to our own personal hygiene (brushing teeth, combing hair) and grooming needs of animals (combing fur-balls out of hair, removing ticks, etc.).
- Review how to approach, handle, and hold pets in order to meet a pet's need for attention and affection.
- You must always wash your hands after caring and playing with your pet. Have students do the Clean Hands Experiment, as outlined on page ten.

# Clean Hands Experiment

Materials:
- 2 potatoes
- 2 sterilized jars with tops
- 1 potato peeler

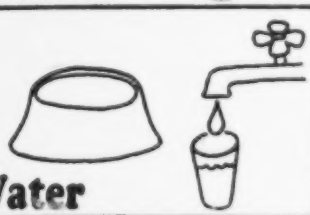
Teacher's Procedures:
1. Wash hands with soap and water.
2. Peel both potatoes.

Student's Procedures:
1. Wash hands with soap and water.
2. Handle one potato and put it into one of the jars.
3. Label the jar, "Hands Washed."
4. Play with the pet and handle the pet's cage.
5. Handle the other potato and put it into the second jar.
6. Label this jar, "Hands Unwashed."
7. Observe for a few days.

Conclusion:
Potato handled with unwashed hands should show more mold growth.

# Who Needs What?

Different animals have different needs. With a crayon make an "X" in the appropriate columns, matching the animals with the items in the column on the left.

| | | | | |
|---|---|---|---|---|
| House | | | | |
| Leash | | | | |
| Food | | | | |
| Clothes | | | | |
| Water  | | | | |
| Love | | | | |

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# ANIMALS IN OUR URBAN ENVIRONMENT

Grade K

Performance Objective: Students will be able to identify animals that share our community.

Materials: pictures of animals in various habitats

Motivation: Ask students: "Where should a squirrel live?" Briefly allow students to respond to question. Lead into aim.

Aim: What animals share our community?

Activities:

- Ask students to name animals they see in their neighborhood.
- Make a list of the animals seen by the students.
- Make a chart indicating what each animal eats and where it lives.
- Ask students: "Where do birds live in the city?" (Some birds build nests under air-conditioning or storefront areas.)
- Take students for a walk around the school yard and immediate neighborhood. Look for animals on the sidewalk, trees, buildings, sky, etc.
- Record the locations and animals observed. Have children draw what they saw. Note: If stray "pets" (dogs, cats) are observed, discuss that when pet animals are left homeless, they cannot take care of themselves. Reinforce responsible behavior toward pet animals.

Summary:

- Prepare a bulletin board showing the location and the animals that can be found in the neighborhood.

Follow-up Activities:

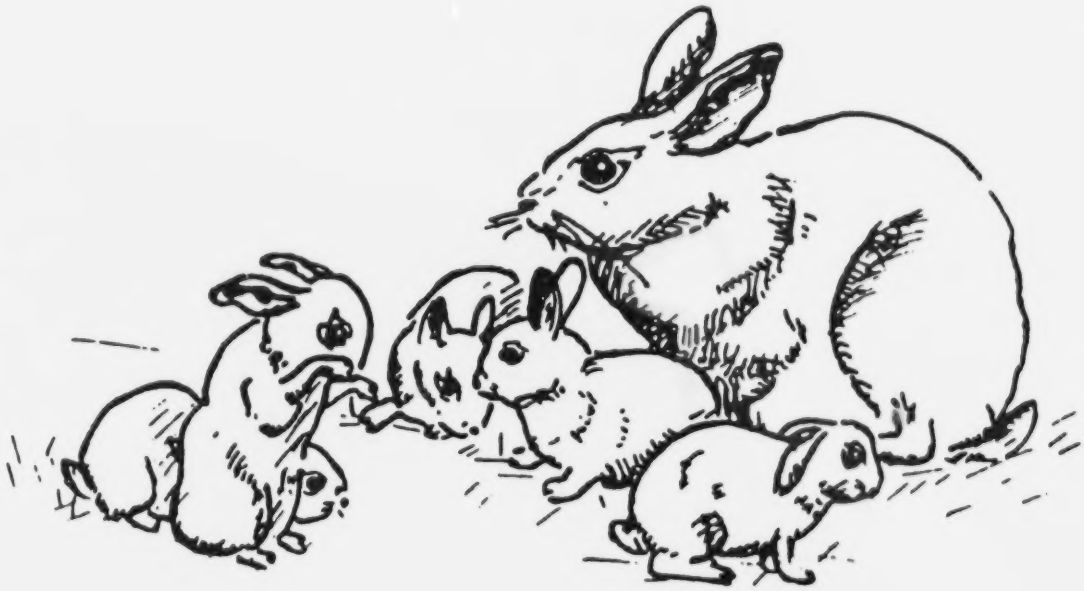
- Obtain media to reinforce concepts.

Special Education/Additional Activity:

- Collect cardboard cylinders, one for each child. Use the tubes as "telescopes" or "spyglasses" to focus attention on things and animals both in the classroom and outdoors. Children spy interesting objects and describe what they see. Entire class may focus on selected scenes and compare individual descriptions. By discriminating colors, shapes, textures, animal activities, this will help them build their vocabulary.

# What Do Animals Eat?

Finish the picture below by drawing in what the animal eats.
Add other things to the picture, too.



# What Do Animals Eat?

Finish the picture below by drawing in what the animal eats.
Add other things to the picture, too.

# IF YOU CARE . . . YOU'LL LEAVE THEM THERE

Each spring a new generation of wild animals is born in our woodlands and yards. These young wild animals and birds are less wary of humans than their parents and are often discovered and "rescued" by curious children wanting to help and care for them. This often creates a complex problem because people generally do not know what should be done to help infant wildlife, if anything at all. The result is that each spring nature centers and wildlife rehabilitators are inundated with "orphaned" animals that in most cases would have been better off left alone.

Included as part of this packet are:

Suggested Uses of the Information
Reading List

The great amount of wildlife mis-information that abounds in our society has had an adverse effect on our wildlife, especially in the case of children unnecessarily taking "abandoned" infant wildlife. What the well-intentioned rescuers do not know is that in most cases, infant wild animals and birds are not really orphaned or abandoned at all and they are better left to be cared for by their natural parents. Human beings, no matter how well we know how to nurture our own kind, can not take the place of a wild animal's parents.

There are at least two rules of thumb to go by when a young bird or mammal is encountered. One is "If you have to chase it to catch it, it does not need your help." Another is "LET THEM BE" meaning don't unnecessarily take a young animal from its parents. But how do you know if a young animal is orphaned or not? One way to find out is to step back and watch it from a distance. Many times you'll also catch a glimpse of the parent tending to the young animal, ie., bringing food to it or protecting it from predators. Another way is to learn about your local wildlife. By reading about the life histories of the animals that are likely to be encountered, you can learn what animals are most likely to be found alone and why.

THINGS TO KNOW ABOUT MAMMALS . . .

1. COTTONTAIL RABBITS are an example of the amazing amount of time some parent mammals spend away from their young. Infant bunnies are often left alone for the day while the parents go off in search of food. Sometimes nests are found in the tall grass of lawns that have not been cut. The young rabbits huddle together under a blanket of grass for the day and in the evening, the parents will return to feed them and stay with them for the night. Infant cottontails are very nervous and susceptible to stress. Also, adult rabbits have been known to abandon their young if they have been handled by humans. If you find a cottontail the best thing to do is leave it alone. If it is in an inconvenient place, never fear, young cottontails are ready to leave the nest in about two weeks.

2. RACCOONS, SQUIRRELS, and SKUNKS will generally move their young if their nest is disturbed rather than abandon the infants. If you watch carefully, sometimes you can see the parents move the infants. Raccoons may become quite tame when they are young, but in time they become wilder and wiser. Squirrels build nests in hollow trees or make leaf nests on tree branches or in attics or walls. If you find a nest that has been disturbed, the mother is probably close by waiting until it is safe to retrieve her fallen young. Skunks leave their parents at a young age. There are several good reasons for not handling skunks including the fact that their scent glands are in working order at a very young age. Another reason is that skunks are rabies carriers and this serious disease can be transmitted just by handling them.

THINGS TO KNOW ABOUT BIRDS . . .

1. AN INFANT BIRD THAT HAS FALLEN FROM ITS NEST CAN BE RETURNED TO THE NEST BY A HUMAN. Infant birds or nestlings are especially prone to "kidnapping" because of the widespread myth that if you touch a baby bird it will be rejected by its parents. Consequently, people are more apt to rescue a young bird than return it to its nest. Birds, however, have little or no sense of smell and are unable to detect human scent. A nestling can and should be put back in its nest.

2. MANY YOUNG BIRDS ARE NOT ABLE TO FLY WHEN THEY LEAVE THE NEST. Most infant songbirds are referred to as fledglings. Fledglings live on the ground or in low bushes for as long as two weeks as they learn to fly and live independently. During this critical period, feldglings are frequently taken for abandoned infants. Though they may appear to be in dire straights, they are not in as much danger as one might assume. If watched patiently from a distance, one may see the parents bringing food to the fledgling. The parents also try to protect their young from potential predators by dive-bombing and scolding.

3. DOMESTIC PETS ARE A SERIOUS THREAT TO FLEDGLING BIRDS. Dogs and cats pose a great threat to young birds especially when they are learning to fly. One way to aid in the safety of the birds is to keep pets under control during the time that fledglings are seen on the ground. Using collars with bells can also help warn birds that a predator is near.

4. SOME BIRDS NEST ON THE GROUND. Waterfowl such as ducks, geese, and swans nest on the ground. Their nests are particularly vulnerable to disturbance by humans, pets, and other predators. Young waterfowl are seldom abandoned but sometimes adults will abandon a nest if it has been disturbed, taking their young with them. Once a ground nest is discovered, one can take on a protective role, observing the nest from a distance and keeping pets and other people away from it.

5. A YOUNG BIRD OR MAMMAL CAN BE LITERALLY SCARED TO DEATH. Handling a young bird or mammal can cause severe stress under which the animal can go into shock and die. The problem is that in many cases, people do not realize that the wild animal is experiencing stress. In any case, the handling of any wild animal or bird should be kept to a minimum in order to increase its chances of survival.

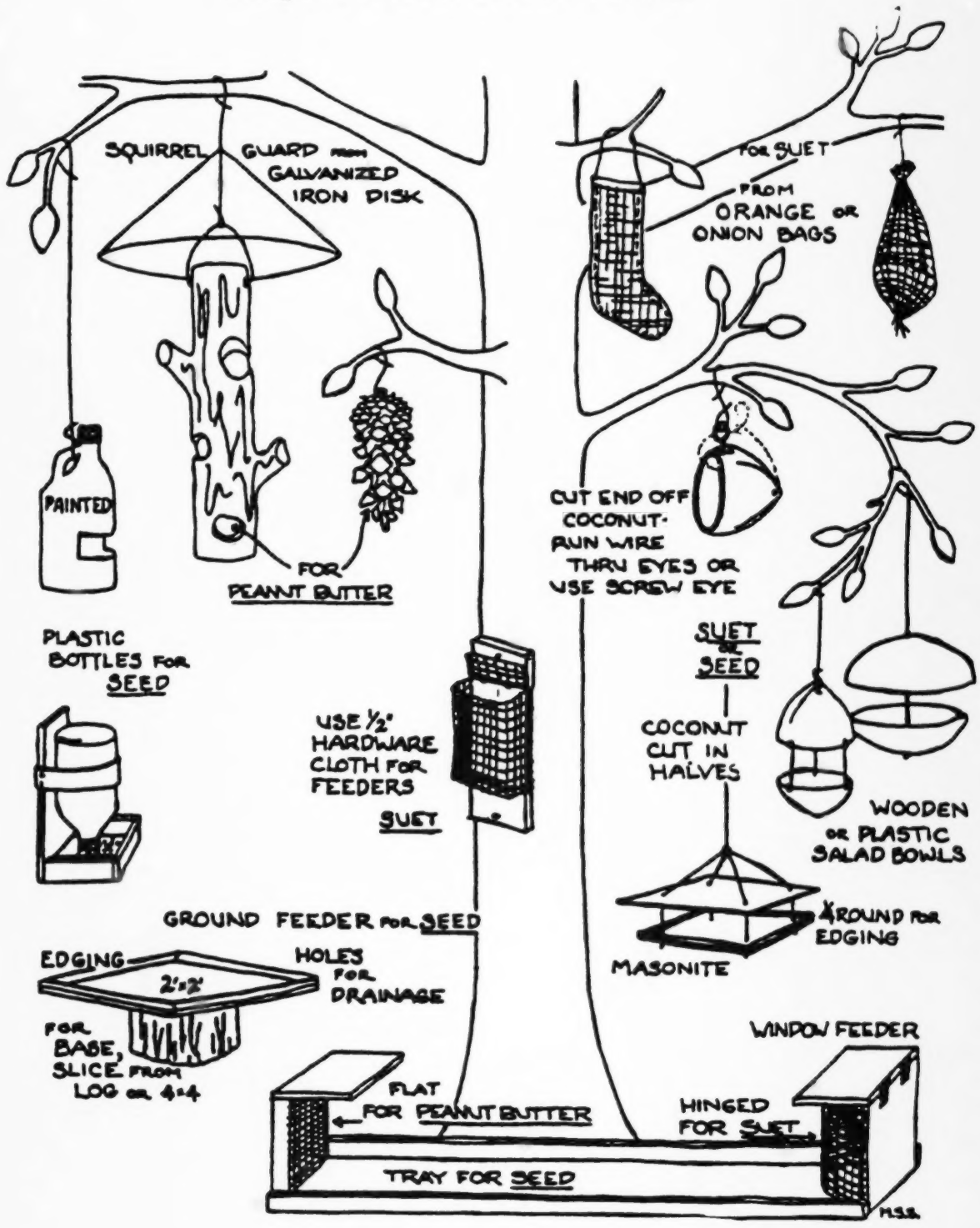
This material provided by the New York State Department of Environmental Conservation.

# What Do Animals Eat?

Finish the picture below by drawing in what the animal eats.
Add other things to the picture, too.

22

# Simple Feeders You Can Make




Distributed by the American Humane Education Society, Boston — Courtesy of the Massachusetts Audubon Society, Lincoln.

# HAVING A PET ANIMAL AT HOME

Performance Objective: Students will be able to explain why having a pet is a responsibility.

Materials: pictures of pets being cared for

Motivation: Have students describe what they see in the picture.

Aim: How can we care for our pet?

Activities:

- Have class discuss the need for being a responsible pet owner. Have class discuss the following:
  - daily care
  - long-term ownership
  - possible health bills
  - cost of set-up and supplies
  - the amount of space available
  - emotional stress and expense at illness or death
  - recognizing the rights of neighbors

Summary:

- Pets need to be cared for throughout their lives.
- We need to think about many things that pets need before we decide to become a pet owner.

Follow-up Activities:

- Provide lesson on selecting the right pet to keep at home (e.g., bird, dog, cat, hamster, snake, fish).
- Refer to resource materials for additional activities.
- Have students discuss how their pet can be a friend.
- Discuss with students which animals can provide protection.

Special Education/Additional Activities:

- Have students who own pets discuss, illustrate, or otherwise describe the care which a pet requires. For students without pets, family members or friends who have pets can be interviewed.

# WILD ANIMALS DO NOT MAKE GOOD PETS

Performance Objective: Students will be able to identify animals that do not make good pets.

Materials: pictures of domestic pets and wild animals

Motivation: Ask students: "Would an alligator make a good pet?"

Aim: Why don't wild animals make good pets?

Activities:

- Discuss what an alligator needs to live.
- Show pictures of domestic pets and wild animals. Have students discuss specific differences in the needs of wild animals and domestic pets. Mention also farm animals: rabbits, chicks, ducks, etc. Attention should be drawn to:
  - food
  - shelter
  - space
  - environmental medium (water, land, sand, mud, etc.)

Summary:

- Animals who can live with and be cared for by humans make good pets.

Follow-up Activities:

- Use a variety of media to show animals in their natural habitat.
- Prepare a chart of animals, what they eat, and substitute food used in zoos.

| Animal | Natural Wild Food | Substitute |
|---|---|---|
| jays | large insects, mice, acorns, sunflower seeds | ground beef, peanuts, nuts, raisins |
| sparrows | crickets, insects, wild fruit | wild bird seeds |
| squirrels, chipmunks | nuts, acorns, corn, sunflower seeds, fruit | apples, watermelons, bread, corn, nuts |
| rabbits | grasses, herbaceous plants, clover, corn, oats | grass, clover, carrots, commercial hamster or rabbit food |
| raccoons | frogs, grasshoppers, birds' eggs, acorns, corn, fruit | apples, grapes, corn, nuts, bread, chicken |

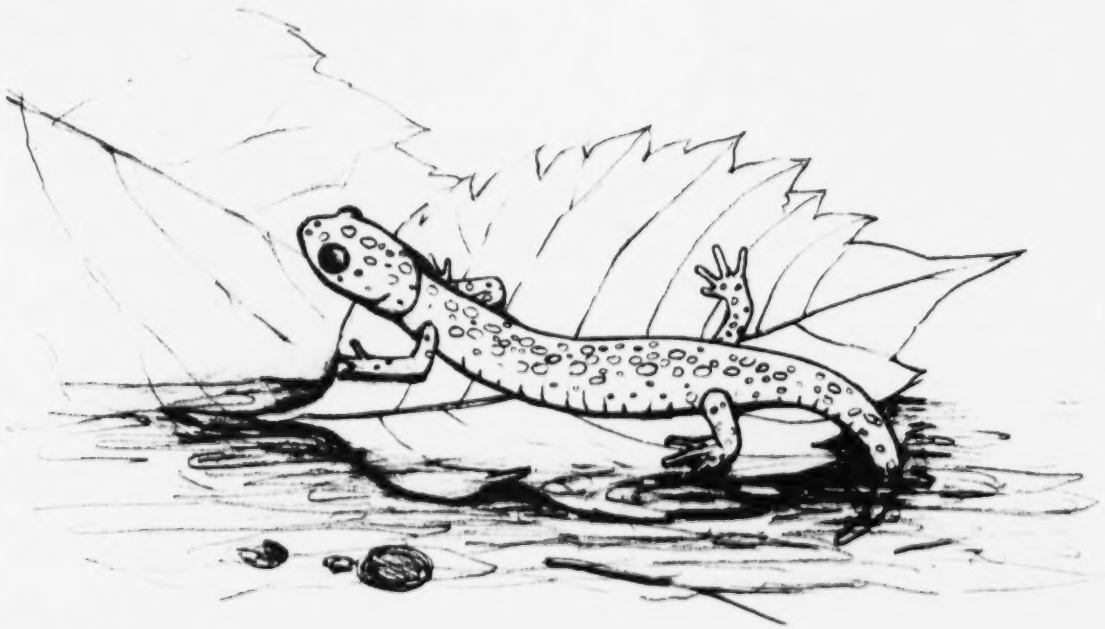
Special Education/Additional Activity:

- Show a picture of a salamander and ask students: "Would a salamander make a good pet?"
- Read "Samuel," the poem on the following page. Some discretion may be necessary regarding the issue of "death." If needed, the poem could be modified to indicate that the salamander seemed unhappy or ill, and was set free.

NOTE: When using the worksheet, "Which Animals Do Not Make Good Pets?", help children understand that the animals are not drawn to scale.

# Samuel

I found this salamander
near the pond in the woods.
Samuel, I called him. Samuel, Samuel,
Right away I loved him.
He loved me too, I think.
Samuel, I called him. Samuel, Samuel,
I took him home in a coffee can,
and at night
he slept in my bed.
In the morning
I took him to school.
He died very quietly during spelling.
Sometimes I think
I should have left him
near the pond in the woods.
Samuel, I called him - Samuel, Samuel.



from Special Education MIS, class 103, at P.S. 13K

# Which Animals Do Not Make Good Pets?

Name _____

Wild animals NEVER make good pets. With a crayon circle the animals that would NOT make good pets.

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# ANIMALS IN THE CLASSROOM

Performance Objective: Students will be able to relate reasons why school pets require special care.

Materials: pictures of classroom pets

Motivation: Ask the students: "What pets would you like to have in the classroom?"

Aim: How can we take care of pets in the classroom?

Activities:

- Show pictures and discuss with the students which animals [e.g., ants (hill), hamster, gerbil, fish] would be best able to live in the classroom as pets.
- Have the students list the needs of classroom pets (e.g., food, water, heat, air, exercise, type of home, grooming).
- Have students list the special problems involved in taking care of classroom pets. (e.g., Who will take care of the classroom pets on the weekends? On vacations? Will there be enough heat in the classroom on the weekends? Who will pay the expense of caring for the classroom pet?)

Summary:

- Pets in the classroom are a big responsibility. A careful decision has to be made as to which pets would be best able to live in the classroom and be well cared for. Remember, pets in the classroom are visitors for the school year, so we have to make a careful decision as to where to place them at the end of the school year.

Follow-up Activities:

- Chart daily duties for care of classroom pets. Assign individual (or pairs of) students to be responsible for these duties. Rotate duties regularly.
- Have the students put together a book of drawings or photographs showing pets being cared for in the classroom.
- Refer to resource materials for additional activities.
- Discuss where classroom pets can be placed at the end of the school year so they can be provided for.

Special Education/Additional Activities:

- Select animals and responsibilities which are consistent with the abilities and interests of the students.
- Place animal enclosure and pet care supplies, charts, and reference books where they are easily accessible to the students.
- Rules of pet care should be carefully sequenced; nothing assumed. (e.g., CARE OF HAMSTER: (1) set up cage with food and water container, as well as running-wheel; line bottom with newspaper and sawdust (lumber yard will freely give); provide a salt block or mineral lick in cage; (2) clean cage every other day; (3) provide fresh food and water daily; (4) food should consist of dry pellets, carrots or apples as treats, and a potato for weekend food; (5) allow time for it to be free and exercise; and (6) hold it and brush it.)
- As the animal is cared for, notate and graph its weight and size, as well as the amount (weight) of food and its cost.

Name _____

## I'm So Sad!

Please draw me a new home where I will be happy. Tell why you think I would be happier in my new home.

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# FARM ANIMALS

Performance Objective: Students will be able to identify which farm animals provide society with certain products and materials. (Note: This performance objective may be subdivided into a series of lessons to meet students' needs.)

Materials: pictures of farm animals; hard-boiled eggs, container of milk, meats, yogurt, slices of cheese, pats of butter; sweater made of wool

Motivation: Tell the students: "We are going to have a taste-testing party."

Aim: What products and materials can we get from farm animals?

Activities:

- Define "product." Define "material."
- Have students taste the various foods brought in. (Before tasting begins, make sure no student is allergic to any of the products. Secure parental permission and be alert to religious or other dietary guidelines or restrictions observed by student and family.)
- Allow the students to feel the wool sweater. The feeling can then be compared to other materials the students are wearing.
- Show pictures of various farm animals. Relate and discuss which animals provide which products/materials without them being slaughtered [e.g., hens lay eggs; cows are milked (milk is processed into yogurt, cheese, butter, etc.); sheep are sheared].

Summary:

- Review what "product" and "material" mean.
- Have students list the farm animals and the products/materials that they provide.

Follow-up Activities:

- Visit a farm to observe cows being milked, etc. (e.g., Queens County Farm Museum, Queens Zoological Park and Children's Farm, or Old Bethpage Village Restoration). See resource materials for further information.
- Make a bar graph of the foods tasted: "Which food was liked the best?"
- Make a poster: "These Products/Materials Come From..." Use pictures to complete the poster (e.g., picture of milk comes from picture of a cow; picture of wool sweater comes from picture of a sheep).
- Baby animals may have special names. Discuss these with students, for example: cow/calf, chicken/chick, goat/kid, sheep/lamb, as well as: horses, ducks, pigs, geese, and turkeys.
- Refer to resource materials for additional activities.

Special Education/Additional Activity:

- Discuss the foods we eat for breakfast, lunch and dinner. Where does it come from?
- Make butter in class. What other foods can milk be made into? Where does milk come from?

# ANIMALS IN SOCIETY

Performance Objective: Students will be able to give examples of how pet shops care for animals.

Materials: pictures of various animals that live in pet shops

Motivation: Tell students: "One morning, the pet shop owner got sick."
Ask: "How can we help take care of the animals?"

Aim: How do we care for animals in pet shops?

Activities:

- Show pictures. Categorize and list the various types of animals found in pet shops (e.g., animals that fly, swim, crawl).
- Discuss with the students how the pet store owner provides for the animals' care.
- Divide students into groups (one group for each category from Activity #1). In each group have students draw pictures of owners taking care of their animals.

Summary:

- Review the different people who take care of animals in the pet shop (e.g., the attendant, the groomer, the veterinarian, the owner).

Follow-up Activities:

- Take a class trip to visit the animals in the pet shop. Encourage the students to talk to the owners/keepers. Write thank-you notes to the manager.
- Have students write about their visit (e.g., thank-you letter, poem, story).
- Have students make collages of different animals found in the different establishments.
- Refer to resource materials for additional activities.

Special Education/Additional Activity:

- The above material will fit Special Education needs. Some students may need further information on the pet care roles of the attendant, groomer, and veterinarian prior to the activity's summary.

# ABANDONED PETS

Performance Objective: Students will be able to recognize that it is cruel and irresponsible to abandon a pet.

Material: pictures of abandoned pets

Motivation: Read or make up a story about an animal who has been abandoned.

Aim: What happens to an animal when it becomes abandoned?

Activities:

- Define: abandoned
- Ask students to suggest possible reasons why a pet may be abandoned.
- Discuss what happens to abandoned animals. They are often killed by cars or die of disease.
- Have students suggest positive alternatives to abandoning a pet (e.g., humane society, giving pet to a friend or relative).
- Have students write original stories and poems about pet abandonment and why it is cruel and irresponsible, or write a story from an abandoned animal's point of view.
- Have students create posters reflecting the idea of "Please Don't Abandon Me" or "I Need You to Take Care of Me".

Summary:

- Review that pet animals, when abandoned, suffer loneliness and fear. These feelings are similar to human feelings when we are lost or lose someone who takes care of us.
- Pet animals depend on humans to survive. Therefore, when they are abandoned their lives will be shortened.
- Abandoned animals may become a menace in the neighborhood by threatening people or threatening wildlife.
- They may spread disease among other strays.

Follow-up Activities:

- Use resource material to augment lesson. Use media to reinforce concept.
- In some neighborhoods in the city stray animals are more apt to be found. If your school is located in one of these areas, you may want to contact the ASPCA for additional support programs.

Special Education/Additional Activities:

- If you can't keep your pet, be as kind to your pet as possible and find it a good home! Do this by: asking your friends, putting notices up in the neighborhood, or calling the local Humane Society. NEVER just abandon your animal!
- If you go away, don't leave your pet alone. Ask a friend to "pet sit" or take it to a pet shelter. Your pet will miss you, but, it will be safe.
- Talk about the dogs that roam the neighborhood. Where did they come from? What problems can they cause? (They harass wildlife and pets, endanger children and adults, spread disease among themselves and others.) How can we keep the population down and in control?

Grade 3

# SHARING THE EARTH WITH OTHER ANIMALS

Performance Objective: Students will be able to recognize that human interference in the natural environment can cause harm to animal life.

Materials: accompanying story entitled, "Saving Birds in Santa Barbara," master sheets "Matching Opposites," "What's Wrong With This Picture?"; media related to pollution

Motivation:

- Give students copies of "What's Wrong With This Picture?"
- Explain directions and have students complete page individually. After a five-minute time limit, tell students the sheet will be checked after the lesson.

Aim: What can happen to animal life when humans are careless?

Activities:

- Have students read the accompanying story entitled, "Saving Birds in Santa Barbara" and answer related questions. Introduce the following vocabulary words:

| | |
|---|---|
| crude oil | Styrofoam booms |
| oozing | nature |
| coast | oil-drilling rig |
| salad oil | Santa Barbara |
| detergent | |

Summary:

- When humans are careless about the environment, animals' lives may be harmed.
- Review the motivational page with students.

Follow-up Activities:

- Show media related to pollution and its effects on living things.
- Use accompanying sheets on pollution. Explain that littering is part of pollution.
- Have students create scrapbooks on pollution.
- Have students prepare posters on pollution (e.g., "Give a Hoot! Don't Pollute!").

Special Education:

- Read the accompanying story to the students and explain terms that they do not understand. Explain the ill effects of pollution.
- Have students complete the worksheets "Matching Opposites" and "What's Wrong With This Picture?" Use the material at teacher's discretion.

# Saving the Birds in Santa Barbara

The long, hot dusty ride through the Mojave Desert made the children restless. They could not wait to get to Santa Barbara. Jackie, who had never seen an ocean before, except in pictures, was the most eager to get there. Les and Bobby were happy too, since they had seen and swum in the Atlantic Ocean, but had never been to the Pacific Coast of the United States. Ms. Fernandez had suggested Santa Barbara because she had lived there some years before. She remembered the beautifully clean, sandy beaches.

They arrived in Santa Barbara early in the afternoon, with enough time to get into their bathing suits and head for the beach.

As Ms. Fernandez drove them toward the beach, they began to smell a strange odor in the air. As they neared the road leading to the beach, they found a traffic jam in both directions. The police officer directing traffic waved them past the road leading to the beach. What was going on?

Ms. Fernandez stopped the car to ask a passer by what the problem was. The woman explained that there had been an oil spill and that the beach was covered with oil. Many birds were dead or dying because of this oil spill. She also said that people were pitching in to help clean up the mess. The children were disappointed. They could not go swimming.

Chris had an idea. If they couldn't swim, at least they could be of help. Everyone agreed.

Ms. Fernandez drove until she found a parking spot and they all walked down to the beach. They found that straw had been spread on the beach to soak up the oil. Helpless ducks and waterfowl, covered with black oil, were trying to fly. Instead, they were staggering and shivering. Some lay dead on the beach. The group found the person in charge of the cleanup. People had brought old clothes to be used as rags. Storekeepers had donated salad oil and detergent to help clean the birds.

Ms. Fernandez and the children soon pitched in and helped clean up some of the birds. They worked for several hours. The children were ready to leave the beach.

They looked out at the ocean and saw the cause of the problem. It was the oil-drilling rigs. These looked like island towers. Black crude oil was oozing from one of the rigs. In the distance the group could see Coast Guard ships laying out Styrofoam booms to prevent the oil from spreading. Overhead, helicopter pilots were watching the wind and tide and were directing the activities of the Coast Guard ships.

Although the children were really disappointed that they could not swim in the ocean, they were proud that they were able to help save the lives of some birds. Ms. Fernandez told the children that they could not take for granted all the beauty of nature. They would have to work to keep the earth a safe place for all living things.

Source: Miriam R. Weiss, et al., "Santa Barbara," People & Places U.S.A., Narratives: Level 1, (Newton, MA: Women's Educational Equity Act Publishing Center, 1981), Episode 7, pp. 29-31.

## Questions for "Saving Birds in Santa Barbara"

1. Where does the story take place? (The story takes place in Santa Barbara.)

2. On which coast of the United States is Santa Barbara? (Santa Barbara is on the Pacific Coast of the United States.)

3. Who are the main characters in the story? (The main characters in the story are Jackie, Les, Bobby, Ms. Fernandez and Chris.)

4. What was the problem on the beach? (The problem on the beach was that there had been an oil spill and that the beach was covered with oil.)

5. What happened to the birds because of the oil spill? (Many birds were dead or dying because of the oil spill.)

6. Why were the children disappointed? (The children were disappointed because they could not go swimming.)

7. What was spread on the beach to soak up the oil? (Straw was spread on the beach to soak up the oil.)

8. Why couldn't the birds fly? (The birds couldn't fly because they were covered with black oil.)

9. What had the people and storekeepers donated? (The people gave old clothes to be used as rags. The storekeepers had donated salad oil and detergent.)

10. How did Ms. Fernandez and the children help? (Ms. Fernandez and the children helped clean up some of the birds.)

11. What had caused the oil spill? (The oil spill was caused by oil-drilling rigs.)

12. What were the oil-drilling rigs compared to? (The oil-drilling rigs were compared to "island towers.")

13. What was still oozing from one of the rigs? (Black crude oil was oozing from one of the rigs.)

14. How did the Coast Guard ships help? (The coast Guard ships laid out styrofoam booms to prevent the oil from spreading.)

15. Why were the children proud? (The children were proud that they were able to help save the lives of some birds.)

16. What must not be taken for granted? (The "beauty of nature" must not be taken for granted.)

17. Who has to work to keep the earth a safe place for all living things? (Adults and children have to work to keep the earth a safe place for all living things.)

# What's Wrong With This Picture?

Look at the scene below VERY CAREFULLY. Can you find seven (7) things wrong? Circle them. Can you find four (4) good things? Circle them.

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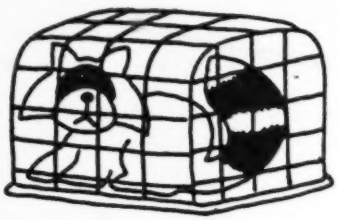
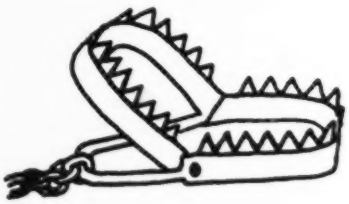
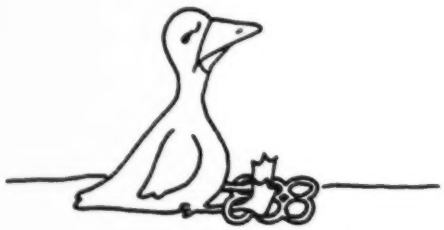
# Matching Opposites

Below are two groups of pictures. Group #1 shows five very sad things. Group #2 shows five very happy things. With a crayon connect those things which are opposites.

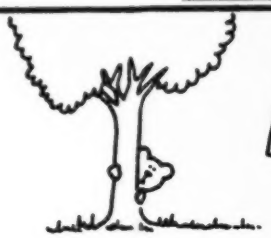
GROUP #1







GROUP #2



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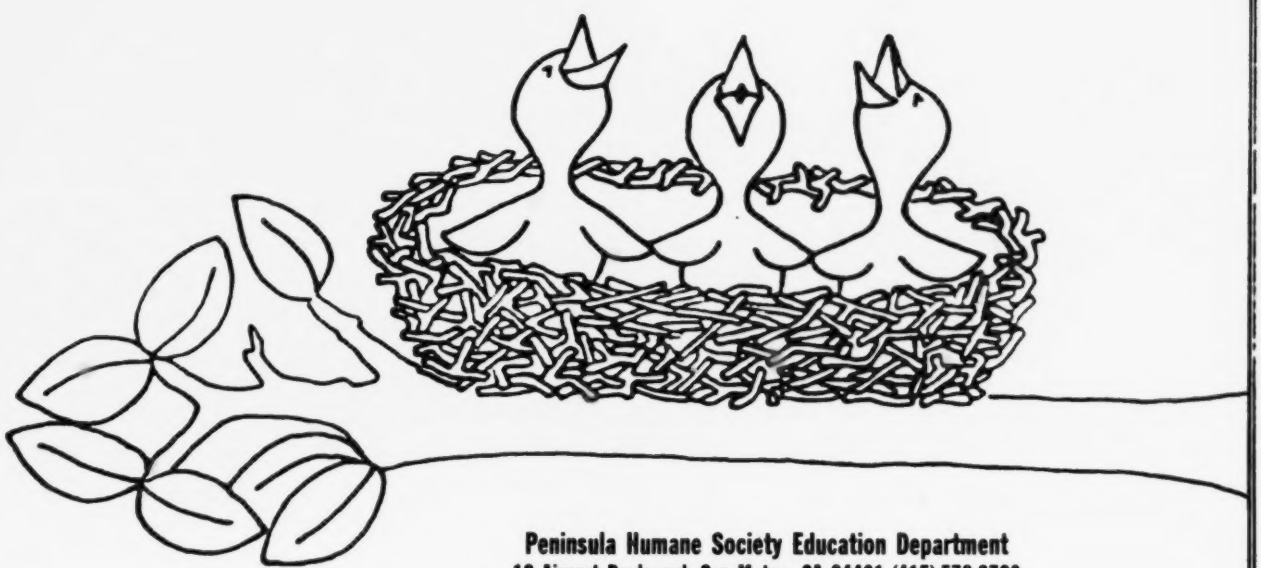
# Helping Hands

Each spring, many wild animals have their babies, including birds. Spring is the time of year when food is easy to find and the babies have a better chance of surviving. Wild birds usually take care of their babies without any help from humans, but sometimes a baby bird will fall out of its nest or become separated from its parents and be completely helpless.

If you should ever find a baby bird, you must think about how to best help it. Sometimes the parents are nearby, but you can not see them. It is always best to wait a while (one or two hours), before helping the animal yourself. If the parents still do not come to help their baby, CAREFULLY place the baby in a cardboard box with lots of air holes and a lid. Keep it in a dark, quiet place and call the nearest Humane Society's Wildlife Rehabilitation Department for further instructions.

BELOW IS A NEST WITH THREE VERY HUNGRY BABIES.
DRAW IN THE PARENTS AND COLOR.



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# ANIMAL WELFARE

Performance Objective: Students will be able to differentiate between proper and improper treatment of animals who entertain and provide recreation.

Materials: accompanying story entitled, "Trip to the Rodeo"

Motivation: Ask students: "Have you ever been to the circus?"

Aim: How do we care for animals who entertain and provide recreation for people?

Activities:

- Have children discuss the different ways animals provide entertainment and recreation.
- Discuss: many humane organizations found that animals were not always treated well and that there are laws to protect these animals.
- Have students make a list of what they would consider proper care for animals:
  in the circus  in a rodeo  that pull horse-drawn carriages
  at a fair  at a riding stable
- Reading Activity - Introduce the following vocabulary words:

| | | | | |
|---|---|---|---|---|
| rodeo | Salinas | bed (of the truck) | arena | marched |
| cheering | Brahma bull | bucking bronco | reins | Palomino |
| mane | spurs | clutched | trotted | animal pen |
| halter | boost | stirrups | neighed | cowhands |

- Have the students read the accompanying story entitled, "Trip to the Rodeo" and answer the questions.

Summary:

- We must care for animals that entertain us and provide recreation in ways that are in keeping with their needs (e.g., exercise, security, space, rest, food).

Follow-up Activities:

- Refer to resource materials to augment lesson.
- Have students create collages for the following: circus, rodeo, fair.
- Have students list the various animals seen on television and indicate what they were doing. (Do this for a period of a week.)

Special Education:

- Read the accompanying story to the students and explain terms they do not understand. The above material will fit Special Education needs.

# Trip to the Rodeo

Everybody piled into the back of an open truck to go to the rodeo in Salinas. The ranch hands and the children were comfortable on the hay in the bed of the truck. One of the ranch hands had a guitar and they sang western songs all the way. Chris loved western songs the best because they were about horses and cattle. They reminded him of his life on the ranch and his love for animals. He was excited because it was his first rodeo and he was eager to see and pet all the animals. Chris happily jumped off the back of the truck and ran towards the entrance gate. He stopped suddenly when he saw the sign that said, "$1.00 for children and $2.50 for adults."

"I don't have $1.00," he thought to himself. "How will I get in?"

The other people came up behind him and stopped too.

"What's wrong, Chris?" Nancy asked. She knew him well and could tell he was upset.

Just then, Ms. Fernandez smiled and said, "Here's everyone's tickets."

Cheering, they rushed through the gate. The large arena was empty. They took their seats and waited for something to happen. At last, the band struck up and people on horses, in beautiful western clothes, carrying flags, marched together into the ring. Everybody cheered!

Chris loved the beautiful Palominos, with their flowing manes and lively steps. How he wished he could ride one. It would be the answer to his most secret dream. The rodeo events began as soon as the parade of horses left the arena. Chris felt bad for the calves because they were handled so roughly, thrown down and tied up. It was more fun watching the Brahma bulls. When they threw the riders, the clown came out to tease the bulls while the cowhands ran for safety.

Chris didn't like the next event at all. He noticed the spurs on the cowhands' boots, as the cowhands clutched the reins of the bucking broncos. He felt sad about the horses and told the others he would walk around outside to see the animals in their pens.

Chris looked at the different animals. He petted some calves and colts. He gave hay to some cows to eat and a lump of sugar, which he had in his pocket, to a beautiful Palomino. Chris stayed around the Palominos because they were his favorites.

Just then Chris noticed that one of the colts was loose and was walking away. He grabbed its halter and brought the colt to its owner. The owner was so pleased that she asked Chris what reward he would like.

Chris said quickly, "I would love to ride the big Palomino."

"Can you ride?" asked the owner.

"Oh, yes! I'm a good rider!" cried Chris.

"Great!" The owner went into the pen and led the Palomino out.

Getting a boost up, Chris took the reins in his hands as the owner shortened the stirrups for him.

His heart beat fast as he rode the horse all around the animal pens. The horse seemed to love having him on its back and it trotted proudly.

At that moment, Chris heard Bobby shout, "How did you get on that horse?"

Nicky came up with the camera and started taking pictures.

All the kids shouted, "Hurray for Chris!" and the horse took a few little dance steps, threw back its head and neighed. It was the happiest moment of Chris' life.

Source: Miriam R. Weiss, et al., "Salinas", People & Places U.S.A., Narratives: Level 1, (Newton, MA: Women's Educational Act Publishing Center, 1981), Episode 8, pp. 33-35.

## Questions for "Trip to the Rodeo"

1. Where were the children going? (The children were going to a rodeo in Salinas.)

2. How did the children get to the rodeo? (The children rode on a hay truck.)

3. How much did it cost for children to get into the rodeo? For adults? (It cost $1.00 for children and $2.50 for adults.)

4. Who is the main character in the story? (The main character in the story is Chris.)

5. What happened in the arena when the band began to play? (When the band began to play, people on horses marched together into the ring.)

6. What was Chris' secret dream? (Chris' secret dream was to ride a beautiful Palomino.)

7. Why did Chris feel bad for the calves? (Chris felt bad for the calves because they were handled so roughly, thrown down and tied up.)

8. When a rider was thrown from a Brahma bull, what was the clown's job? (The clown's job was to tease the bull so that the cowhands could run for safety.)

9. What were on the cowhands' boots? (Spurs were on the cowhands' boots.)

10. In what were the animals kept? (The animals were kept in a pen.)

11. What did Chris feed to the cows? To the Palomino? (Chris fed hay to the cows and a lump of sugar to the Palomino.)

12. What was Chris' favorite rodeo animal? (Chris' favorite rodeo animal was the Palomino.)

13. What did Chris do when one of the colts started walking away? (Chris grabbed the colt's halter and brought the colt to its owner.)

14. What was Chris' reward? (Chris' reward was to ride the big Palomino.)

15. Why did Chris feel riding the Palomino was the happiest moment of his life? (Chris felt that riding the Palomino was the happiest moment of his life because he got to "live out" his secret dream.)

# PET OVERPOPULATION

Performance Objective: Students will be able to state reasons why pet overpopulation is a problem in our society.

Materials: resource data on pet overpopulation

Motivation: Ask students to relate stories of pets who have had litters.

Aim: Why must owners be responsible for the offspring of their pets?

Activities:

- Use accompanying material and adapt according to the level of student ability.
- Have students discuss what can happen to pets when they are abandoned.
- Discuss the difference between a domestic pet and a wild animal. Conclude that wild animals train their offspring to feed and protect themselves. Domestic pets have become bred over centuries to become dependent on humans for food and protection. Part of the responsibility in the care of the pet concerns offspring of the pet. Remember: Wild animals may be food for other animals. Weak "babies" do not reach "adulthood" in the wild... not so with pets.
- Discuss the fact that spaying or neutering of dogs and cats will not cause the pet any harm. In general, a pet's health and personality may improve by neutering.

Summary:

- Owners must be responsible for offspring of their pets because pets are dependent on people for food and protection. Unwanted pets may starve or get killed since homes or shelters cannot always be found to take care of them.

Follow-up Activities:

- Arrange for an assembly on the topic with the ASPCA or other group.
- Have students create posters that reflect the attitude that pet overpopulation can be controlled by spaying or neutering of pets.
- Refer to resource materials for additional suggestions.

Special Education/Additional Activity:

- The above material will fit Special Education needs. Caution should be used when conducting activities and discussion involving spaying or neutering of animals. Teachers should anticipate a wide range of responses and feelings which may be generated by this topic. Student activity sheets could be revised to simplify language and eliminate non-essential facts where appropriate.

# Pet Overpopulation: Some Interesting Facts

One of the biggest animal problems facing San Mateo County and just about every other area is pet overpopulation.

* Each year the Peninsula Humane Society handles approximately 30,000 animals, many of which were euthanized because they were "unwanted." The average shelter adopts out approximately 10% of the animals in their care. The Peninsula Humane Society has an adoption rate of 42%.

* In the United States, 14 million dogs and cats are euthanized in animal shelters every year.

* There are an estimated 70 million unwanted dogs and cats in the United States.

* Millions of unwanted cats and dogs will not "make it" to the shelters: these animals will, instead, starve to death, get hit by a car or die of disease.

* Approximately 415 human beings are born each hour in the United States: 2,000 to 3,000 dogs and cats are born each hour.

A recent survey of more than 1,000 mayors and city council members by the National League of Cities found that dogs and other pet control problems were the number one source of ciitizen complaints to mayors, and the third highest sources of complaints to city councils across the nation.

The abundance of pets in cities creates sanitation and public health problems. The most visible problem is canine fecal matter. The daily dog feces production amounts to about 3,500 tons and that dog urine to about 9.5 million gallons nationally. Within the United States the figures add up to this:

* More than 200 million pets, including at least 80 million dogs and cats live in the United States.

* Animals (cats and dogs) cost the nation 500 million dollars a year for animal control programs.

* Dogs and cats are the top source of citizen complaints to mayors.

* Dogs bite at least 1.5 million people every year.

* People support a 5 billion dollar-a-year industry.

The Peninsula Humane Society tries to combat pet overpopulation by:

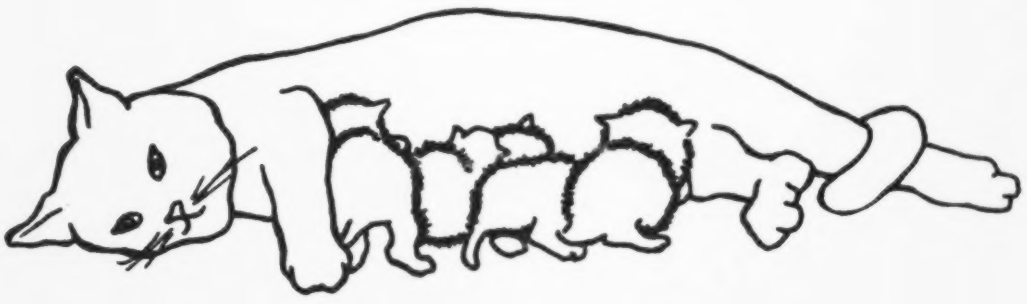
* Educating the public about the proper care of pets.
* Providing low-cost spaying and neutering.
* Providing an Animal Control Program: issuing citations, enforcing the leash law and license law, investigating nuisance complaints, investigating cruelty complaints, rescuing injured animals.
* Requiring that any animal (cat or dog) adopted from us be spayed or neutered.

The pet overpopulation has many repercussions besides animals being euthanized in shelters, such as:

* Increase in the number of stray animals.
* Formation of dog packs: these animals attack wildlife, livestock and pets.
* Increase in the number of abandoned animals.
* Large number of animals defecating and urinating on other people's property.
* An increasingly large number of vocal people taking a stand against dogs and cats. Landlords not renting to people who own pets; our local parks and state parks not allowing pets; strict leash law (no dog running areas).
* A large number of pets suffering as a result of people's irresponsibility.

In today's "throw-away society", when things do not work, or when we are bored with something, (particularly easily replaced things) they are discarded. Dogs and cats have been labeled by far too many people as "throw-away" commodities.

What responsibilities do pet owners have to their pet and society?????



**Peninsula Humane Society Education Department**
**12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720**

# Start With One Female . . .

If you think there is a population problem in your world, it doesn't even compare to the population explosion in the pet world!

START WITH ONE FEMALE DOG:

| | |
|---|---|
| During the first year she produces 4 puppies, 2 of them females. | 4 |
| In the second year, production of first and second generation females is 12 pups, 6 females. | 12 |
| In the third year, production of three generations of females is 36 pups, 18 females. | 36 |
| In the fourth year, production of four generations of females is 108 pups, 54 females. | 108 |
| In the fifth year, production of five generations is 324 pups, 162 females. | 324 |
| In the sixth year, production of six generations is 972 pups, 486 females. | 972 |
| In the seventh year, production is 2,916 pups, 1,458 females. | 2,916 |
| Total offspring of singe female in seven years. | 4,372 |

Every unspayed female potentially contributes to the problem. The Peninsula Humane Society recommends the spaying or neutering of dogs and cats for their health and safety and to assure a better world for all pets .... EVERY LITTER HURTS!

**Peninsula Humane Society Education Department**
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# LEARNING ABOUT ANIMALS

Grade 4

**Performance Objective:** Students will be able to recognize similarities and differences among animals they have observed.

**Materials:** pictures, filmstrips or other media formats showing animals engaging in some life activity

**Motivation:** Show part of media to stimulate discussion by observing animals.

**Aim:** What can we learn about animals by observing them?

**Activities:**

- Have students discuss their experiences watching their pets (e.g., pet likes particular food; won't eat other foods; pet sleeps in particular place).
- Complete the following chart:

| Pet | Living Space | Sleeping Behavior | Foods Liked | Toys Played With |
|---|---|---|---|---|

  You may want to add other behavior to the chart (e.g., fears, exercising activity, etc.).
- Have students discuss their experiences watching animals: in their neighborhood, at the zoo, at the beach, etc.
- Ask: "How does watching a pet at home compare to watching an animal during a trip to the zoo or park or beach?" (Have students conclude that animals must be watched on a regular basis over a period of time to determine that a behavior is part of the animal's routine.)

**Summary:**

- We can learn how animals carry out their life activities by observing them on a regular basis. We can learn that there are certain similarities and differences in the way animals behave in the environment.

**Follow-up Activities:**

- Have students study animals in the classroom. This activity can be ongoing for several months. Select one animal at a time. Arrange for obtaining the cage or tank needed. Use the accompanying list of animals from which to choose (see last follow-up activity below). Record data such as food, sleeping habits, play habits; if possible, size and weight, etc. Keep the animal for about a month. Do this with three animals.
- Have students prepare a report on the natural environment of the following animals:

  guppy gerbil guinea pig rabbit
  mouse toad frog
- Include: geographic location, food, size, protection, and natural enemies.
- Refer to resource materials for additional suggestions.
- If possible, find pictures of these animals:

| | | | |
|---|---|---|---|
| ants | butterfly | chameleon | cockroach |
| cricket | earthworm | fish (platys, | frog/polywog |
| gerbil | grasshopper | gourami, | guinea pig |
| hermit crab (land) | mealworm | guppy, | mouse |
| parakeet | rabbit | goldfish, | salamander/newt/eft |
| slug | snail | catfish) | toad |

**Special Education:**

- The above material will fit Special Education needs.

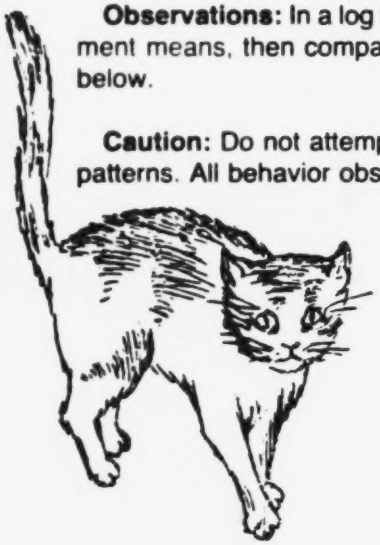
# ASPCA SCIENCE PROJECT: ANIMAL BEHAVIOR

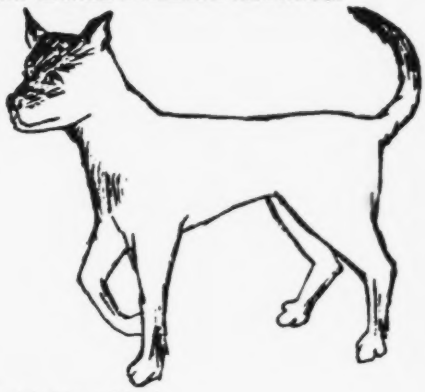
**Objective:** To gain a fuller understanding of the way pets communicate their needs and feelings to us.

**Experiment:** Investigate animal behavior by observing the actions of your family pet. Pay close attention to the movements of different parts of the pet's body (e.g. position of ears, tail, head, mouth, legs, fur, facial expression, and posture). Note the circumstances that take place prior to each of these actions that may have caused your pet's response.

**Observations:** In a log book, record your pet's movements. Try to interpret what each movement means, then compare and analyze your data based on material in the resources listed below.

**Caution:** Do not attempt to provoke behavior in animals by interfering with their normal life patterns. All behavior observed should fall within the range of the animal's natural activities.





## RESOURCE LIST: ANIMAL BEHAVIOR


Burkhardt, Dietrich and others, *Signals in the Animal World*, New York, McGraw-Hill Book Company, 1967.

Fox, Michael, *Understanding Your Dog*, New York, Bantam Books, 1974.

Hainsworth, Marguerite D., *Experiments in Animal Behavior,* Boston, Houghton Mifflin Company, 1968.

Tinbergen, N., *Social Behavior in Animals*, New York, Chapman and Hall, 1964.

Walter, Eugene J. Jr., *Why Animals Behave the Way They Do,* New York, Charles Scribner's Sons, 1979.

Wilbourn, Carole, *Cat Talk: What Your Cat is Trying to Tell You*, New York, Macmillan Publishing Company, 1979.



**ASPCA Education Department**
**441 East 92nd Street, New York, NY 10028. Tel. (212) 876-7700**

# ASPCA SCIENCE PROJECT: BIRDS

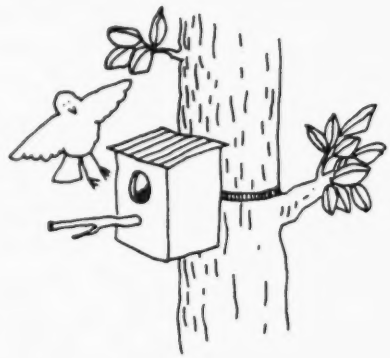
**Objectives:** 1. To gain knowledge of the various species of birds that inhabit the area in which you live.
2. To identify the particular foods that are necessary to attract these birds.

**Experiment:** Using two standard bird feeders, place one several feet from the other in a location that can be easily observed without disturbing the birds that flock to the feeders. Below is a list of the types of feed that attract various kinds of birds. Select two varieties of feed that are appropriate for different birds. (You can learn the diets of specific birds by consulting the reference sources listed below.) Place each of the two varieties you have selected in a different feeder.

**Observations:** Students can observe the kinds of birds that are attracted to each feeder and learn some of the habits of those birds. In a log book, compile information on which types of birds are attracted to what type of food. The types of birds that appear will reflect the species native to your part of the country. You may also want to take photographs of the birds you see or record their sounds as an additional step in the project. Compare the differences in sounds that are made by various bird species.

**Examples of feed that can be used are:**

| | | |
|---|---|---|
| sunflower seeds | fish | peanut butter |
| bone meal | wild bird seed | acorns |
| suet | milk | ground beef |
| bread | raisins | chicken scratch |
| beef strips | lettuce | nut fragments |
| small fruits | mealworms | cod liver oil |
| cracked corn | earthworms | hard boiled egg |



## RESOURCE LIST: BIRDS

**Books**

Audubon, John James, *The Birds of America*, New York, American Heritage Publishing Company, Incorporated.

Hickey, Joseph, *A Guide to Bird Watching*, New York, Dover Publications, 1975.

Robbins, Chandler and others, *Birds of North America*, New York, Golden Press, 1966.

Weber, Dr. William J., *Attracting Birds and Other Wildlife to Your Yard*, New York, Holt, Rinehart & Winston, 1982.

Weber, Dr. William J., *Wild Orphan Babies: Caring for Them, Setting Them Free*, New York, Holt, Rinehart & Winston, 1978.

**Organizations**

National Audubon Society
1130 Fifth Avenue
New York, N.Y. 10028

International Bird Rescue
699 Potter Street
Aquatic Park
Berkeley, CA 94710

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# LAWS THAT PROTECT ANIMALS

Performance Objective: Students will be able to explain why laws have been passed to protect animals and people.

Materials: accompanying laws

Motivation:

- Write the following on the chalkboard:
  "License, leash, and pick up after your dog. - It's the Law."
- Ask students to discuss the meaning of the statement.

Aim: Why are there laws to protect both animals and people?

Activities:

- Prepare and show overhead visuals of the accompanying laws.
- Have students read the laws. Define any words unknown to the students.
- Discuss possible reasons why these laws were enacted.
- Have students create their own posters regarding the law; and/or
- Have students write essays on the topic of: "License, leash, and pick up after your dog. - It's the Law."

Summary:

- People have a responsibility for protecting other living animals as well as themselves. Therefore, laws must be written and enforced to protect both animals and people.

Follow-up Activities:

- Provide lessons on endangered species and extinct animals. Have students prepare reports on laws and endangered species. Look at local, state, federal, and international laws.
- Invite guest speakers to talk about existing and proposed (or needed) laws protecting animals as well as endangered species and extinct animals.
- Refer to resource materials for additional suggestions.
- For information on animals and their legal rights, contact:
  Emily Stewart Leavitt
  Animal Welfare Institute
  P. O. Box 865
  Washington, D.C. 20007
- For all laws protecting animals in New York City and New York State, contact:
  ASPCA Education Department
  441 East 92nd Street
  New York, New York 10028
  tel: (212) 876-7700
  Fee: $5.00, payable to ASPCA

Special Education:

- The above material will fit Special Education needs.

## Obey the Law—

# Keep a leash on life for your dog.

**Sec. 161.05 New York City Law:** "A person who owns, possesses or controls a dog shall not permit it to be in any public place or in any open or unfenced area abutting on a public place unless the dog is effectively restrained by a leash or chain not more than six feet long."

ASPCA

441 EAST 92ND STREET · NEW YORK N Y 10028 FOR INFORMATION TELEPHONE 212-876-7700

**License, leash, and pick up after your dog — It's the law.**



50

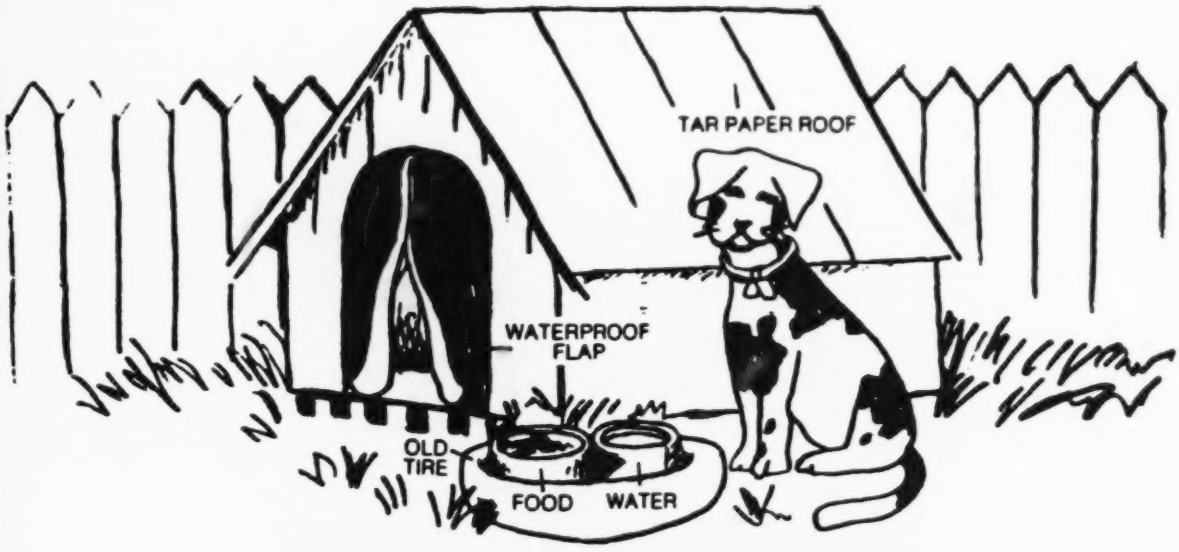
## It's More than Cruel to Abandon an Animal. It's Against the Law!

## SEC. 355 NEW YORK STATE LAW: ABANDONMENT OF ANIMALS

A person being the owner or possessor, or having charge or custody of an animal, who abandons such animal, or leaves it to die in a street, road or public place, or who allows such animal, if it becomes disabled, to lie in a public street, road or public place more than three hours after he receives notice that it is left disabled, is guilty of a misdemeanor, punishable by imprisonment for not more than one year or by a fine of not more than $500, or by both

**This public service brought to you by The American Society for the Prevention of Cruelty to Animals**

# Information Bulletin: Proper Outdoor Shelter for Dogs




## If you can not provide the basics, you are violating the state law.

We're not recommending an outdoor shelter for your pet. But, if he can't be part of your family and live indoors with you, the law says you must provide certain basics. Proper outdoor shelter requires a simple construction consisting of the following:

Black tar paper (weatherproof) roof and sides.

For a door, burlap sack or black rubber mat with vertical slits almost to the top. **Entrance must close over to keep body heat in and cold weather, rain and snow out.**

Straw winter bedding, never cloth or rugs (they hold moisture and freeze). Use straw cedar chips or newspaper and change when damp.

Wooden lip to keep bedding inside dog house. Keep the house off the ground – 4 legs of grained wood 2X4, at least 2" off the ground to keep out damp and floor rot.

Your dog shelter should be large enough to allow the animal to stand, turn around and lie down comfortably. It should also be small enough to allow the animal to warm the interior with its body heat.

**Proper Shelter is not:**

**(1)** A dog tied to a car door handle.
**(2)** A trash can or metal barrel put on its side – because metal does not retain heat.
**(3)** Planks of wood up against the side of a building.
**(4)** A leaky dog house.

**Remember: Next time you feel cold outside, ask how your dog is doing. Take the time to give your dog the basics for comfort and shelter to keep him warm and healthy.**

**ASPCA Education Department**
**441 East 92nd Street, New York, NY 10028. Tel. (212) 876-7700**

# RESPONSIBILITIES OF PET OWNERSHIP

Performance Objective: Students will be able to identify ways human irresponsibility can cause injury or death to a pet when it is abandoned.

Motivation: Ask students: "Have you ever been lost?" Have some students talk about their feelings of being lost.

Aim: What can happen to pets when they are abandoned?

Activities:

- Ask students: "How might a pet feel when it is lost?" Discuss feelings of fear, loneliness, disorientation, etc.
- List ways that owner irresponsibility may have resulted in the pet being lost:
  - open door
  - open window of car/home
  - no license or identification
  - no leash
- List some possible causes of pet abandonment and how humans can be more responsible in their attitude toward pet ownership.

| Cause of Abandonment | Responsible Attitude |
|---|---|
| . puppy grows to dog - kitten grows to cat | . Obtain the pet only if a long-term commitment can be made. |
| . pet destroyed valuables in home | . Learn about training by reading and attending obedience courses. |
| . cost too much to feed | . Cost of feeding must be a factor when a pet selection is made. |
| . health care too expensive | . Some pets can require more than average medical attention. This should be a factor in the selection of the pet. |
| . owners develop allergies | . Find another home or contact a humane facility for suggestions for placement. |

- Discuss what could happen to a pet when it is lost or abandoned.
  - Pet can be seriously hurt or killed by a car.
  - Pet could be hurt by other animals.
  - Pet could become diseased and die.
  - Pet could starve to death.
  - Pet could suffer brain damage or die from being left in a car with the windows shut in the summer heat.

Summary:

- Pets have feelings similar to those of humans. When they are lost or abandoned, they become afraid, lonely and/or disoriented.
- Being a pet owner is a serious responsibility. A pet should only be obtained if a long-term commitment to the care and health of the animal can be assured.
- Pet can be injured, killed, or become ill if lost or abandoned.

Special Education/Additional Concepts:

- Sometimes pet owners make mistakes that put animals in danger! Always protect your animal from the sun.
- Never leave your pet in the car on a hot summer day.
- Watch out for too much sun at home, too. Keep small caged animals and fish away from direct sunlight.
- Be aware of your pet's comfort and safety.

Grade 5

# NATURE'S INTERDEPENDENCE

Performance Objective: Students will be able to construct diagrams of food chains in various environments.

Materials: picture of "life in a pond" - various animals, green plants, water; pictures of animals that would be representative of a food chain (e.g., mouse, snake, owl); pictures of pollution (e.g., cans or bottles in a stream, oil spillage); pictures of humans changing the environment (e.g., forest fires, landfills, construction of buildings on marsh laands)

Motivation: Ask students: "What would you do if you ran out of food in your house?" "Where would you go for food?" "What if the food stores ran out of supplies, too?"

Aim: How do living things depend upon each other for food?

Activities:

- Discuss with the students: "What would you do if you ran out of food in your house? Where would you go for food? What if the food stores ran out of food, too?"
- Show picture of "life in a pond" and ask students "What do you find in and near a pond?" (e.g., water, fish, bullfrogs, birds, green plants). Elicit: Animals depend upon other living things for food (e.g., birds eat fish, humans buy food from stores).
- Ask students: "If birds eat fish, what would birds do if there were no more fish? Where would the birds go for food?" (They would move, die, or adapt to new foods.)
- Show pictures of pollution. Ask students: "Would you swim in these waters? Why? Why not?" "How do you think a fish would feel swimming in these waters?" "Does water pollution harm the pond environment? How?" Elicit: Pollution may kill the animals. They can get covered with oil and suffocate. They can get cut on the cans or bottles.
- Show pictures of landfills and construction of buildings on marsh lands. Ask students: "What happens to the animals when humans 'move in'?" Elicit: When humans fill in land areas and construct buildings on marsh lands or other places where animals live, the animals have to find new homes or new ways of getting food or may die because they may not be able to readily adapt to the new environment.
- Tape picture of grass to chart paper. Review with students: green plants make their own food.
- Display pictures of animals that would be representative of a food chain (e.g., mouse, snake, wolf). Ask students: "Which animal do you think would get its food from the grass?" "Which animal(s) do you think would eat the other(s) for food?" Elicit: The mouse may get its food from the grass. (Note: Tape picture of mouse to chart paper. Draw an arrow from the mouse to the grass.) Elicit: The snake would eat the mouse. (Note: Tape picture of snake to chart paper. Draw an arrow from the snake to the mouse.) Elicit: The wolf would eat the snake. (Note: Tape picture of wolf to chart paper. Draw an arrow from the wolf to the snake.)
- Ask students: "What can we call this illustration? Why?" Elicit: We can call this illustration a food chain. The food chain shows how living things depend upon each other for food.

- Show pictures of forest fires. Ask students: "How does a forest fire start?" Elicit: A forest fire can occur naturally or a human can start it. Ask students: "What happens to the grass during a forest fire?" Elicit: Grass is destroyed by fire. Ask students: "What happens to the mouse when its food is destroyed?" Elicit: The mouse may die from lack of food.
- Ask students: "What happens to the number of mice when other animals, such as snakes, eat them?" Elicit: The number of mice is kept down. Ask students: "What would happen to the snakes if there are not enough mice?" Elicit: The snakes would not have enough food and may die.
- Review vocabulary: nature, food chain, environment, extinction, balance, natural causes, interference

Summary:

- Living things depend upon other living things for food. Natural causes and human interference can affect the balance of the food chain causing death and possible extinction.

Follow-up Activities:

- Class trip to Alley Pond Park, Queens.
- Class trip to Gateway Environmental Study Center, Brooklyn.
- Class trip to Wave Hill, The Bronx.
- Have students research and illustrate food chains for various environments (e.g., desert, forest). These may be displayed on a bulletin board.
- Refer to resource materials for additional activities.

Special Education:

- To explain the nature of food chains, use a flannel board or use simple stick puppets which the children can manipulate, to demonstrate food chains (e.g., fox to bird to insect to leaves).

# AN APPRECIATION OF ANIMALS IN THEIR NATURAL ENVIRONMENT

Performance Objective: Students will be able to show an appreciation of animals in their natural environment through writings and illustrations.

Materials: accompanying story: "A Trip to Estes Park" and questions pertaining to the story, pictures of parks and wild animals

Motivation: Ask students: "What is a park?" "What do you find in a park?"

Aim: What is a National Park?

Activities:

- Discuss with students: "What is a park? What do you find in a park? What kind of animals do you expect to see in a park? Would you expect to see a tiger in a park? What is a National Park? How is a National Park different from the park you play in?"
- Review vocabulary: expedition, bridle trails, wilderness, chaperone, specimens, grooms, natural habitat, Palomino, Pinto, rock formations, geologic scale, Archean, panoramic view, granite cliffs, spires, dismount, descent, glacier, park ranger
- Have students read the accompanying story, "A Trip to Estes Park."
- Discuss with students the answers to the accompanying questions pertaining to the story.
- Ask students: "What part of the story tells how Chris, Nicky, and Ronnie felt being in a National Park?"

Summary:

- Display the pictures of parks and wild animals. Have students write a story: If you were able to have been with Chris, Nicky and Ronnie, how would you have felt being in the park with animals in their natural habitat?
- Have students illustrate the stories they have written.

Follow-up Activities:

- Trip to the New York Zoological Park.
- Ask guest speakers (e.g., park ranger) to speak to your class.
- Refer to resource materials for additional activities.

Special Education:

- Read the accompanying story to the students and explain terms they do not understand. Explain about National Parks. The above material will fit Special Education needs.

# A Trip to Estes Park

When the group finally arrived at Estes Park, a little village northwest of Denver, they found out that they were certainly not the only tourists! This little town was bustling with summer visitors on their way to explore the main attraction - Rocky Mountain National Park.

Campsites at the park could not be reserved in advance, so they considered themselves lucky when, with the help of the park ranger, they did locate a site for their planned two day stay.

Since Chris and Nicky were experienced riders, they were particularly interested in one of the exciting expeditions into the nearby wilderness areas, especially when they learned that the park contained 300 miles of bridle trails.

Chris tried to imagine putting the wilderness trails end to end and mentally calculated how long it would take to travel that distance on horseback.

Together the youngsters discussed the next day's plans. While Chris, Ronnie, Nicky and their chaperone would join one of the horseback expeditions, the others would explore one of the many trails with the park ranger.

Ronnie had never before been interested in horses, but her friendship with Chris and Nicky sparked her desire to try horseback riding. Even though she was enthusiastic about going, she was still very fearful.

Nicky and Chris reassured her, saying, "Don't worry, we'll take care of you!"

The group rose early the next morning, eager to get to the day's activities. They carried with them different-sized containers, from Probe II, with which to collect specimens along the trails.

A few years ago, the youngsters might have teased Ronnie about being too heavy for her horse, but this year no one did, because she had lost a lot of weight and looked very slim in her jeans, plaid shirt and western boots.

By the time Ronnie, Chris, Nicky and their chaperone arrived at the stables, the grooms were bringing out the horses. Chris immediately ran towards the Palomino, which reminded him of the one he had so proudly ridden two years ago at the rodeo in Salinas. Nicky spied a Pinto. The stories her grandfather had told her about the Native Americans in California and their riding ability attracted her to the horse. Ronnie didn't know which mount to choose, so she left it up to one of the grooms, who chose a mild-mannered gray horse named "Smokey." Ronnie felt 10 feet tall on Smokey's back, and, strangely enough, very comfortable as well. The sweaty palms and racing pulse she had experienced that morning disappeared.

The trail guide cautioned them to ride with care, since the horses could lose their footing on the loose rocks if they went too fast.

As they rode, the youngsters learned why the Spanish had named the state Colorado. The name means "ruddy," and refers to the kind of red rock found in the area. After the youngsters explained their experiments on Probe II, they were permitted to take some of the red rock. Ronnie remembered reading that the rock formations of Colorado were varied, representative of almost every age in the geologic scale, from the Archean to the present.

From their "pedestal" on the horses, the youngsters were fascinated by the panoramic view of granite cliffs and spires. They were very glad they had worn sweaters, since the morning temperature was a brisk 54° Fahrenheit.

Nicky was happy to have brought the camera. Halfway through the trail, the guide allowed them time to dismount. Nicky photographed the meadows

covered with flowers, forests of pine, spruce and fir trees, and a variety of animals in their natural habitat, like the American elk and mule deer. She couldn't wait to return to Probe II to develop the film. Her only regret was that she hadn't seen a cougar or coyote. The guide said that those animals could be glimpsed, at times, throughout lower and higher ranges of the park. Nicky also missed seeing the bighorn, the largest of the American wild sheep. Its picture, when blown up, would have made a great poster for her room! Nicky learned from the guide that the bighorn's sandy brown coat turns grayish-brown in winter. The reason the sheep couldn't be seen was because these animals are high above the timberline -- too high for them to be spotted from the trail. The bighorn are also known to be very timid.

They'd been riding for several hours, and even though they were stiff and tired, they were disappointed when they found themselves riding down the trail, back towards the stables. Their descent from the mountain trail was made more enjoyable when they sighted a beaver building its dam.

They were also pleasantly suprised to see Bobby, Jackie and Les fishing in one of the clear, pebble-bottomed streams. Nicky wondered what type of fish they would have for dinner. She hoped it would be rainbow, brook, or cutthroat trout. These fish were most active in the runoff water from the glacier.

All too soon, the time to bid farewell to the horses, the guides and other visitors had arrived. Ronnie, Chris, Nicky and chaperone each posed with their mounts and fed the horses a bit of sugar as a parting gift.

One of the grooms complimented Ronnie, "I can't believe you are a novice rider," she said.

Ronnie beamed with pride.

Later that night, the group, glowing with the warmth of sunburned skin and wonderfully exhausted from a full day of exercise, feasted on rainbow trout while swapping stories of the day's adventures.

Source: Miriam R. Weiss, et al., "Estes Park, Colorado," People & Places U.S.A., Narratives: Level 3, (Newton,MA: Women's Educational Equity Act Publishing Center, 1981), Episode 4, pp. 21-25.

## Questions for "A Trip to Estes Park"

1. What is the setting for the story? (The setting of the story is Estes Park.)
2. Where is Estes Park in relationship to Denver? (Estes Park is northwest of Denver. Note: Teacher may want to point out that Estes Park and Denver are in the state of Colorado, U.S.A.)
3. What was the main attraction for the summer visitors? (The main attraction was Rocky Mountain National Park.)
4. Who are the main characters in the story? (The main characters are Chris, Nicky and Ronnie.)
5. Why do you think it was important to explore the park with a ranger or with an expedition? (It is important to have a guide who knows the area in order to make the exploration safe.)
6. Why did Chris and Nicky have to reassure Ronnie about horseback riding? (Though Ronnie was enthusiastic, she was very fearful of horseback riding.)
7. What do you think "Probe II" was? ("Probe II" was the group's vehicle of transportation.)
8. Why did Chris choose to ride the Palomino? (Chris chose to ride the Palomino because it reminded him of the one he rode at a rodeo two years earlier.)
9. How did Ronnie feel once she mounted "Smokey"? (Ronnie felt ten feet tall and comfortable.)
10. Why did the trail guide caution the group to ride carefully? (The trail guide cautioned the group to ride carefully so that the horses would not lose their footing on the loose rocks.)
11. Why did the Spanish name the state "Colorado"? (The Spanish named the state "Colorado" because the word "Colorado" means "ruddy" and refers to the kind of red rock found in the area.)
12. What did the group see from their panoramic view? (The group saw granite cliffs and spires.)
13. What covered the meadows? (The meadows were covered with flowers; forests of pine, spruce, and fir trees; and a variety of animals in their natural habitat.)
14. What two animals did the group see in their natural habitat? (The group saw the American elk and mule deer.)
15. What animals did they miss seeing? (They missed seeing a cougar, a coyote, and a bighorn.)
16. What did the group view on their descent from the mountain trail? (They sighted a beaver building a dam.)
17. What fish were most active in the runoff water from the glacier? (The fish most active were rainbow, brook and cutthroat trout.)
18. What did the group feed the horses as a parting gift? (The group fed the horses some sugar.)

# ANIMAL RIGHTS

Performance Objective: Students will be able to argue the pros and cons of various issues surrounding animals' rights.

Materials: copy of humane laws, reference books, pictures of animals used for food (e.g., chickens, ducks, cows, lambs), pictures of various meats (e.g., fin fish, shell fish, chicken, duck, steak, hamburgers, lamb chops), articles of clothing or accessories made from animal hide or fur, accompanying sheets: "Research Report" and "Where Do You Stand?"

Motivation: Ask students for a show of hands to respond to these questions: "Who would kill a dog?" "Who would kill a deer?" "Who would kill a rat?" "Who would kill a fish?" "Who would kill a spider?"

Aim: What are the pros and cons of various issues on animal rights?

Activities:

- Discuss with the students their feelings about hunting and killing a dog, a deer, a rat, a fish, a spider, etc.
- Briefly discuss with the students how these animals are killed (e.g., hunting, trapping - steel jaw traps, during sports - such as dogfighting). Discuss the reasons why these animals are killed (e.g., for food, to make fur coats, factory farming).
- Show pictures and discuss which foods the students eat which come from animals. Show some examples of articles of clothing or accessories made from animal skins/furs.
- Have students, individually or in committees, research the following issues: animal experimentation, bullfights, dogfighting, factory farming, fishing, making fur coats, horseracing, hunting, pet overpopulation, animal-slaughtering meat markets, rodeos, sports or trophy hunting, trapping (steel jaw traps), whaling, wild animals as pets, in zoos. Then have the students report back to the class on "What is the issue?" Explain the issue. List the pros and cons. Note some statistics. "What is your personal opinion and why? What can you do to help?" (Use accompanying sheet: "Research Report").

Summary:

- After all reports have been related, review the pros and cons of the various issues on animal rights.

Follow-up Activities:

- Have students complete the accompanying sheet, "Where Do You Stand?" Tally the results and relay them to the students.
- Invite guest speakers representing organizations with opposing viewpoints.
- Refer to resource materials for additional activities.

Special Education:

- The above material will fit Special Education needs. Use the material at teacher's discretion.

Name _____

# Research Report

Pick a topic or animal issue dealing with a specific "animal rights" issue. Using your school or public library, research your topic and answer the questions below. Some suggested topics are:

- Sport or trophy hunting
- Animal experimentation
- Factory farming
- Rodeos
- Slaughtering in meat markets
- Bullfights
- Zoos
- Horse racing
- Fur coats
- Trapping (steel-jaw trap)
- Wild animals as pets
- Pet overpopulation
- Whaling

What is your chosen topic or issue? _____

Explain: _____

List the pros and cons: _____

**Student Activity Sheet (continued)**

Note some statistics: _____

What is your personal opinion and why? _____

What can you do to help? _____



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# Where Do You Stand?

This is not a test with right and wrong answers, but a questionnaire designed to help you think about various animal-related issues and decide where you stand on each one. Check all applicable boxes.

1) Do you think that the following animals should be kept as pets?

___ Wolf/Lion ___ Raccoon/Skunk ___ Turtle/Snake

2) Would you buy a coat made from

___ The pelts of wild animals? (leopard, bobcat)
___ The pelts of ranch-raised animals? (mink, fox)
___ The leather or pelts of animals raised and killed for meat? (rabbit,cow)

3) Do you/would you

___ Kill animals for sport?
___ Collect and kill insects for study or for a hobby?
___ Trap animals for their fur?
___ Fish?

4) Should the following animals be trained to perform in circuses?

___ Lions, tigers, chimpanzees (wild)
___ Elephants (semi-domesticated)
___ Dogs, horses (domesticated)

5) Do you eat

___ Beef, pork, lamb, poultry?
___ Eggs and dairy products?
___ Fish?

6) Would you eat meat if you had to kill the animals you ate? ___ Yes ___ No

7) Would you boycott

___ Japanese products to protest Japan's excessive whaling?
___ Tuna to protest the killing of dolphins by tuna fishermen?



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8) Should these animals be exterminated/eliminated in areas where people live?

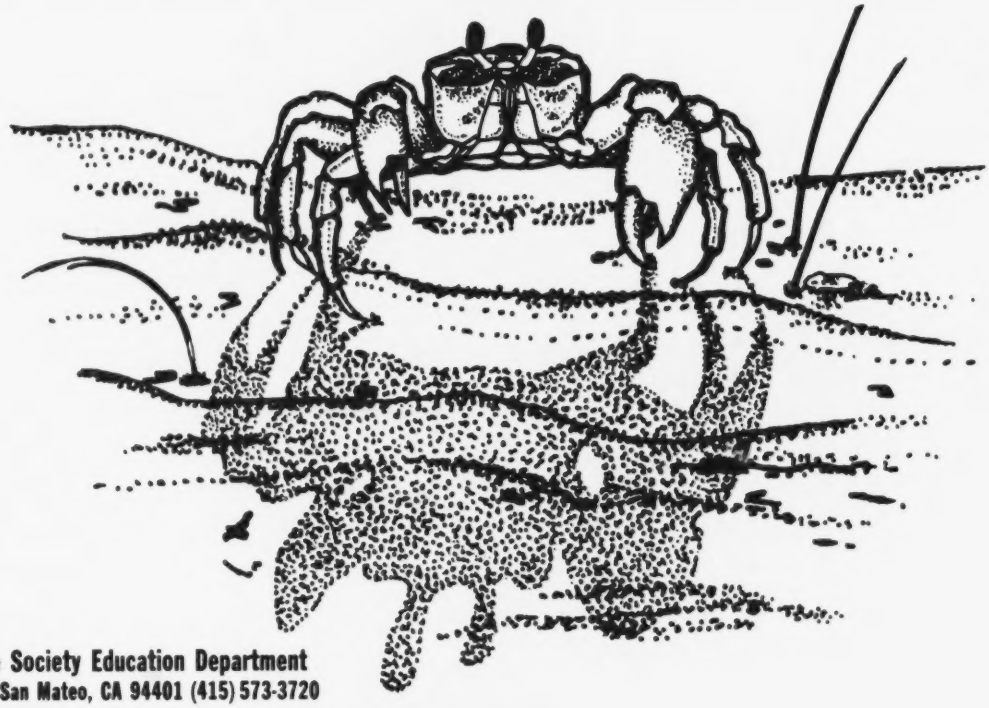
___ Mountain lions, bears, wolves
___ Coyotes, skunks, weasels
___ Poisonous snakes, spiders, scorpions
___ Nonpoisonous snakes
___ Mice, rats, gophers
___ Nonpoisonous insects

9) Animals should be kept in zoos

___ To preserve them from extinction, when their native habitat has been/is being destroyed.
___ For scientific study; for education.
___ For our entertainment and enjoyment.

10) If you owned an acre of land that was part of the limited habitat (ie: the animal could not survive elsewhere) of an animal in one of the groups below, would you relinquish the use of your land for use as a sanctuary for that animal?

___ If the animal were a mammal (deer, fox, rabbit, mouse)
___ If it were a bird (eagle, robin, blackbird, hummingbird)
___ If it were a reptile or amphibian (snake, toad, turtle, lizard)
___ If it were a fish (trout, minnow, perch, catfish)
___ If it were an insect or crustacean (beetle, butterfly, crab, spider)



**Peninsula Humane Society Education Department**
**12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720**

Developed by Beverly Armstrong of "Kids & Critters"

# ENDANGERED SPECIES IN THE OCEANS

Performance Objective: Students will be able to explain the factors that have contributed to the changing of the ocean's life patterns.

Materials: use a variety of media relating to ocean life and endangered species.

Motivation: Ask students: "How do you feel when there is change in your family?" (e.g., moving, new sibling, death of a loved one)

Aim: What factors have contributed to the changing of the ocean's life patterns?

Activities:

- Discuss with the students how they feel when there is change in their family (e.g., moving, new sibling, death of a loved one).
- Show appropriate media related to endangered species with emphasis on oceanic life.
- Discuss the vocabulary: sea environment, ocean's life patterns, plankton, extinction, endangered species, algae.
- Discuss with the students the answers to these questions:
  - What do most living things need? (Most living things need oxygen.)
  - What is plankton? (Plankton is a combination of plants and tiny animals which eat algae and each other.)
  - Why is plankton important? (Plankton is important because it is a rich food for other sea creatures, including the whales.)
  - Which mammals live in the ocean? (Dolphins, whales, walruses, seals, and porpoises are mammals that live in the ocean.)
  - Changes in the ocean's life patterns were caused by nature. What is one major factor of change now? (Humans have changed the ocean's life patterns by over-fishing some species to dangerously low population levels.)
  - As a result of fishing, what changes did the fish have to make? (Fish have had to change their habits, while others are coming close to extinction.)
- Humans have always influenced the environment in different ways and to varying degrees. Discuss how humans have helped change the ocean's life patterns. Examples:
  - the netting of porpoises when fishing for tuna
  - the manatees became victims of pollution, herbicide spraying, and speedboats
  - whaling to make cosmetics, pet food, and lubricating fluids

Summary:

- Changes in the ocean's life patterns have occurred naturally; now humans have begun to influence the changes. Review some of the ways humans have influenced the changes of the ocean's life patterns.

Follow-up Activities:

- List ways students and their families can help to protect the animals of the sea (e.g., buy white meat, not light meat, tuna; do not buy cosmetics, etc., made from sea animals; drive boats carefully - do not speed).

- Refer to resource materials for additional activities.
- View the video: Voyage of the Mimi. (Contact your district science coordinator for information.)
- Visit the New York Aquarium to see the Beluga whales, walruses, sea lions, and dolphins.
- Visit the American Museum of Natural History - especially the Hall of Ocean Life to see dioramas and models of the blue whale, orca (killer whale), manatee, etc.

Special Education/Additional Activity:

- Read Dr. Seuss' The Lorax and have the students act it out.
- What caused the area to die?
- Discuss "greed."

# IMPROVING OUR VANDALIZED ENVIRONMENT

Performance Objective: Students will be able to give examples of ways in which humans can maintain a healthy environment for themselves and animals by minimizing vandalism in their community.

Materials: pictures of vandalism, pictures of healthy environments

Motivation: Ask the students: "How would you feel if you went to your favorite play area and there was so much litter there that there was no room to play?"

Aim: What are some of the ways humans can maintain a healthy environment for themselves and animals?

Activities:

- Discuss with the students: "How would you feel if you could not play in your favorite play area because there was too much litter?"
- Discuss the vocabulary: litter, vandalism, poisonous chemicals/products, pesticides/herbicides, landfills.
- Have students list examples of vandalism. (Explain that littering is a form of vandalism.) Show pictures and discuss.
- Discuss the students' feelings about vandalism and why they think people vandalize the environment.
- Ask students who or what might be affected by various forms of vandalism. Examples:
  - Animals and humans can get cut on broken bottles or cans.
  - Poisonous substances dumped in water or landfills hurt sea life.
  - Tearing down fences allows animals and humans to wander into "dangerous" areas.
  - Animals can get strangled in plastic six-pack holders.
- Have students list ways they and their families can help to keep the environment healthy for humans and animals. Examples: recycling cans and bottles; cleaning up after pets; using public transportation; making compost piles.

Summary:

- Review the ways humans can help maintain a healthy environment for themselves and animals.

Follow-up Activities:

- Students can make posters illustrating healthy environments with accompanying slogans.
- Students list ways to maintain a healthy environment and check off which ones their families practice.
- Students write essays on the effects of vandalism on the environment and ways humans can maintain a healthy environment.

- Students can create video productions documenting vandalism and healthy environments.
- Students can debate "Who is responsible for maintaining healthy environments for humans and animals?"
- Refer to resource materials for additional activities.

Special Education:

- The above material will fit Special Education needs.



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# RESOURCE MATERIALS

The back matter of this Resource Guide has been cross-referenced. On the pages immediately following, you will find an alphabetical listing of places to visit or agencies which will send classroom materials. The subsequent chart lists these organizations again, according to the various grade levels and functions that each one serves. Each organization is then given a sequential number, to be used in the final chart, which lists each of the lessons in this guide according to its grade level. The list of numbers after each lesson refers to the agencies and institutions best suited to each lesson plan. (Numbers 4, 22, 26, 27, 30 and 31 have not been included in this final chart since they are places which provide numerous activities for both young and old.)

This research is gladly provided...provided that the teacher now make use of it. Gain as much information as you can now about both the humane and inhumane treatment of animals, so as much knowledge as possible is available to the student!

Alley Pond Environmental Center (APEC)
228-06 Northern Blvd.
Douglaston, NY 11363
(718) 229-4000

field trips, curriculum materials, pamphlets on animals in the classroom, assembly program (grades K-6)

*

The American Anti-Vivisection Society
801 Old York Road
Jenkintown, Pennsylvania 19046

brochures, magazines, alternatives to animal experimentation (grade 6 - Adult)

*

American Fund for Alternatives to Animal Research (AFAAR)
175 W. 12th Street, Suite 16G
Manhattan, NY 10011

films, articles, leaflets, literature (grade 4 - Adult)

*

American Museum of Natural History
Central Park West at 79th Street
Manhattan, NY
(212) 873-4225

close enough for a field trip (grade K-Adult)

*

Animal Protection Institute of America
P.O. Box 22505
Sacramento, California 95822

brochures, booklets, posters, magazines, bookmarks, Save the Whales petitions, children's reading list (grade K - Adult)

*

Animal Rights Network (ARN)
P.O. Box 5234
Westport, Connecticut 06881

filmstrip/cassettes on intensive farming, animal experimentation, literature for teachers (grade 6 - Adult)

*

Animal Welfare Institute
P.O. Box 3650
Washington, D.C. 20007

library book listing, literature including booklets, brochures, and books available on pets, wild life, and farm issues, Endangered Species Handbook available free by sending a request on school letterhead (grade K - Adult)

*

Argus Archives
228 E. 49th Street
Manhattan, NY 10017
(212) 355-6140

a comprehensive, annotated listing of available films and filmstrips on humane education may be obtained for a small fee; topics include: attitudes towards animals, fishing, food and commerical uses (including furs, cosmetics, vaccines), humane education, hunting, legislation, pets, trapping, wildlife, call for appointment - references must be obtained in person (grade 4 - Adult)

*

The ASPCA, Education Department
441 E. 92nd Street
Manhattan, NY 10028
(212) 876-7700

field trip to ASPCA, film resource library, literature and books for sale, veterinary hospital (grade K - Adult)

*

Bide-A-Wee
419 E. 38th Street
Manhattan, NY 10016

film, slide shows, assembly programs, dogs and cats on visit to school, veterinary clinic (grade K-6)

*

California Veterinary Medical Association
1024 Country Club Drive
Moroga, California 94556

brochures: "Pet Care Tips and First Aid Chart," "Responsible Pet Ownership"; resource catalog, "Caring for Our Animal Friends"; and literature on animal husbandry, pro-factory farming (material is good but costly)

*

Dairy Council of Metropolitan New York, Inc.
60 E. 42nd Street
Manhattan, NY 10165
(212) 682-7961

literature for teachers

*

Defenders of Wildlife
1244 19th Street, N.W.
Washington, D.C. 20036

posters, brochures, trapping, hunting, endangered, extinct (grade 4 - Adult)

*

Earth Environmental Group
265 Water Street
Manhattan, NY 10038
(212) 285-0979

reference publications on parks and environmental areas

*

Friends of Animals
1 Pine Street
Neptune, New Jersey 07753

posters, pamphlets, brochures, low-cost spay/neuter program (grade K - Adult)

*

Gateway Environmental Study Center
Floyd Bennett Field
Brooklyn, NY 11234
Attention: Ruth Eilenberg, Coordinator
(718) 252-7307

literature, trips, programs

*

Humane Education Committee
P.O. Box 445
Manhattan, NY 10028

quarterly magazine designed primarily for teachers, "Super Kids for Animals" club for classes of students, local meetings and events (grade K - Adult)

*

Humane Society of New York
306 E. 59th Street
Manhattan, NY
(212) 752-4840

visits to classrooms, adoption services, low-cost veterinary clinic, contests (grade K-6)

*

The Humane Society of the United States
2100 L Street, N.W.
Washington, D.C. 20037

magazine, booklets, books for adults, conferences

*

The National Association for the Advancement of Humane Education (NAAHE)
P.O. Box 362
East Haddam, Connecticut 06423

filmstrips, brochures, flannel board kit, conferences, books, book lists, resource center for humane education research, magazine for teachers (grades K-8), "My Weekly Readers" format - magazine for students (grades 1-3 and grades 4-6), curriculum guides (grades pre-K-K, grades 1-2, grades 3-4, and grades 5-6), send for catalog

*

Nature and Environmental Study and Touch (NEST)
District 27
10-15 Sutten Avenue
Ozone Park, NY 11417

curriculum guides (grades 4-6)

*

New York Aquarium
Boardwalk at 8th Street
Coney Island, NY
(718) 266-8500

close enough for a field trip (grade K-Adult)

*

New York State Department of Environmental Conservation
Five Rivers Environmental Education Center
Game Farm Road
Delmar, NY 12054

resource material: hunting, trapping, project W.I.L.D. (grade 6 - Adult)

*

New York State Humane Association
P.O. Box 284
New Paltz, NY 12561

films on loan, resource packets (grades K-3 and grades 4-6)

*

New York Zoological Society
The Bronx Zoo
Attention: Education Department
185th Street and Southern Blvd.
Bronx, NY 10460
(212) 220-5131

class programs, literature, teacher workshops, close enough for a field trip

*

Northwind Undersea Institute
610 City Island Avenue
City Island, Bronx, NY
(212) 885-0701

not only can one learn about methods of saving stranded whales, but one can see and touch a lifelike simulated baby whale at the same time (grade K - Adult)

*

Old Bethpage Village Restoration
Round Swamp Road
Bethpage, Long Island, NY
(516) 420-5280

close enough for a field trip (grade K - Adult)

*

Peninsula Humane Society
Education Department
12 Airport Blvd.
San Mateo, California 94401
(415) 573-3720

humane education resource packets (grades K-2, grades 3-4 and grades 5-6)

*

People for the Ethical Treatment of Animals (PETA)
P.O. Box 56272
Washington, D.C. 20011

filmstrip and cassette on animal experimentation, magazine, reference material on alternatives to animal research (grade 6 - Adult)

*

Queens County Farm Museum
73-50 Little Neck Parkway
Floral Park, NY 11004

close enough for a field trip (grade K - Adult)

*

Queens Zoological Park and Children's Farm
Flushing Meadow - Corona Park
Corona, NY 11368
(718) 699-7239

close enough for a field trip (grade K - Adult)

*

San Francisco Humane
2500 16th Street
San Francisco, California 94103

curriculum guides (grade K-6)

*

Staten Island Zoological Society, Inc.
614 Broadway
Staten Island, NY 10310
(718) 442-3174

literature, close enough for a field trip (grade K - Adult)

*

The University of the State of New York
State Education Department
Bureau of Elementary Curriculum Development
Albany, NY 12234

curriculum guide "The Humane Treatment of Animals: A Guide for Elementary Teachers" (grade K-6)

*

United States Department of Agriculture
Forest Service
Washington, D.C. 20240

posters, campaign material, literature on farming, conservation, free book "Kids and Pets" (grade 4 - Adult)

*

United States Department of the Interior
Fish and Wildlife Service
Washington, D.C. 20240

conservation information: snakes, migration of birds, attracting and feeding birds, American bald eagle, game birds (grade 4 - Adult)

*

United States Food and Drug Administration
Brooklyn District
Department of Health and Humane Services
850 3rd Avenue
Brooklyn, NY 11232
(718) 965-5043

literature on pets and diet (grade 4 - Adult)

*

Wave Hill Center for Environmental Studies
675 W. 252nd Street
Bronx, NY 10471
(212) 549-2055
or
Wave Hill Center for Environmental Studies
Departments of Education and Performing Arts
249th Street and Independence Avenue
Bronx, NY 10471

close enough for a field trip (grade 4 - Adult)

*

Women's Educational Equity Act Publishing Center
at Education Development Center
55 Chapel Street
Newton, Massachusettes 02160

non-sexist instructional program People & Places U.S.A. (grades 3-5)

Appendix (continued)

| | CODE | GRADE | LEARNING ACTIVITIES | DUPLICATING MASTERS | BROCHURES, POSTERS, MAGAZINES | FIELD TRIPS | ASSEMBLY PROGRAM | CLASSROOM VISITS | REFERENCE MATERIAL | OTHER SERVICES |
|---|---|---|---|---|---|---|---|---|---|---|
| Alley Pond Environmental Center | 1 | K-6 | ✓ | | | ✓ | ✓ | | ✓ | |
| American Anti-Vivisection Society | 2 | 6-Adult | | | ✓ | | | | ✓ | |
| American Fund for Alternatives to Animal Research | 3 | 4-Adult | | | | | | | ✓ | |
| American Museum of Natural History | 4 | K-Adult | | | | ✓ | | | | |
| Animal Protection Institute of America | 5 | K-Adult | | | ✓ | | | | ✓ | |
| Animal Rights Network | 6 | 6-Adult | | | | | | | ✓ | |
| Animal Welfare Institute | 7 | K-Adult | | | ✓ | | | | ✓ | |
| Argus Archives | 8 | 4-Adult | | | | | | | ✓ | |
| ASPCA | 9 | K-Adult | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| Bide-A-Wee | 10 | K-Adult | | | | | ✓ | ✓ | | |

| | CODE | GRADE | LEARNING ACTIVITIES | DUPLICATING MASTERS | BROCHURES, POSTERS, MAGAZINES | FIELD TRIPS | ASSEMBLY PROGRAM | CLASSROOM VISITS | REFERENCE MATERIAL | OTHER SERVICES |
|---|---|---|---|---|---|---|---|---|---|---|
| California Veterinary Medical Association | 11 | K-Adult | | | / | | | | / | |
| Dairy Council of Metropolitan New York, Inc. | 12 | K-Adult | / | / | / | | | | / | |
| Defenders of Wildlife | 13 | K-Adult | | | / | | | | / | |
| Earth Environmental Group | 14 | 4-Adult | | | | | | | / | |
| Friends of Animals | 15 | K-Adult | | | / | | | | | |
| Gateway Environmental Study Center | 16 | K-Adult | | | | / | | | | |
| Humane Education Committee | 17 | K-Adult | | | / | | | | / | / |
| Humane Society of New York | 18 | K-Adult | | | | | | / | | / |
| The Humane Society of the United States | 19 | K-Adult | | | / | | | | / | |
| The National Association for the Advancement of Humane Education | 20 | K-Adult | / | / | / | | | | / | |

Appendix (continued)

| | CODE | GRADE | LEARNING ACTIVITIES | DUPLICATING MASTERS | BROCHURES, POSTERS, MAGAZINES | FIELD TRIPS | ASSEMBLY PROGRAM | CLASSROOM VISITS | REFERENCE MATERIAL | OTHER SERVICES |
|---|---|---|---|---|---|---|---|---|---|---|
| Nature and Environmental Study and Touch | 21 | 4-6 | / | | | | | | | |
| New York Aquarium | 22 | K-Adult | | | | / | | | | |
| New York State Department of Environmental Conservation | 23 | 6-Adult | | | / | / | | | / | |
| New York State Humane Association | 24 | K-6 | / | / | / | | | | / | |
| New York Zoological Society | 25 | K-Adult | / | / | / | / | | | / | |
| Northwind Undersea Institute | 26 | K-Adult | | | | / | | | | |
| Old Bethpage Village Restoration | 27 | K-Adult | | | | / | | | | |
| Peninsula Humane Society | 28 | K-6 | / | / | / | | | | / | |
| People for the Ethical Treatment of Animals | 29 | 6-Adult | | | / | | | | / | |
| Queens County Farm Museum | 30 | K-Adult | | | | / | | | | |

| | CODE | GRADE | LEARNING ACTIVITIES | DUPLICATING MASTERS | BROCHURES, POSTERS, MAGAZINES | FIELD TRIPS | ASSEMBLY PROGRAM | CLASSROOM VISITS | REFERENCE MATERIAL | OTHER SERVICES |
|---|---|---|---|---|---|---|---|---|---|---|
| Queens Zoological Park and Children's Farm | 31 | K-Adult | | | | / | | | | |
| San Francisco Humane | 32 | K-6 | / | / | | | | | | |
| Staten Island Zoological Society, Inc. | 33 | K-Adult | | | / | / | | | | |
| The University of the State of New York | 34 | K-6 | / | | | | | | | |
| United States Department of Agriculture | 35 | 3-Adult | | | / | | | | ✓ | |
| United States Department of the Interior | 36 | 4-Adult | | | / | | | | / | |
| United States Food and Drug Administration | 37 | 4-Adult | | | / | | | | / | |
| Wave Hill Center for Environmental Studies | 38 | 4-Adult | ✓ | | / | / | | ✓ | / | |
| Women's Educational Equality Act Publishing Center | 39 | 3-5 | ✓ | | | | | | | |

## Appendix (continued)

| GRADE | TOPIC | PERFORMANCE OBJECTIVE | CODE NUMBERS |
|---|---|---|---|
| K | Animals and Humans Have Similar Basic Needs | Students will be able to identify that animals and humans have similar basic needs. | 9, 10, 20, 24, 25, 28, 32, 34 |
| K | Pet Care-A Responsible Attitude Toward Pet Ownership | Students will be able to identify that pets need special care. | 9, 10, 11, 18, 20, 24, 25, 28, 32, 34 |
| K | Animals in Our Urban Environment | Students will be able to identify animals that share our community. | 1, 5, 7, 13, 16, 20, 24, 25, 28, 32, 33, 34 |
| 1 | Having a Pet Animal at Home | Students will be able to explain why having a pet is a responsibility. | 9, 10, 11, 18, 20, 24, 25, 28, 32, 34 |
| 1 | Wild Animals Do Not Make Good Pets | Students will be able to identify animals that do not make good pets. | 1, 5, 7, 9, 13, 16, 20, 24, 25, 28, 32, 33, 34 |
| 2 | Animals in the Classroom | Students will be able to relate reasons why school pets require special care. | 1, 9, 10, 18, 20, 24, 28, 32, 34 |
| 2 | Farm Animals | Students will be able to identify which farm animals provide society with certain products and materials. | 12, 20, 24, 28, 34 |
| 2 | Animals in Society | Students will be able to give examples of how pet shops care for animals. | 20, 24, 28, 34 |

| GRADE | TOPIC | PERFORMANCE OBJECTIVE | CODE NUMBERS |
|---|---|---|---|
| 3 | Abandoned Pets | Students will be able to recognize that it is cruel to abandon a pet. | 5, 7, 9, 10, 11, 17, 18, 19, 20, 24, 28, 32, 34 |
| 3 | Sharing the Earth With Other Animals | Students will be able to recognize that human interference in the natural environment can cause harm to animal life. | 5, 7, 13, 16, 20, 24, 28, 34, 35, 39 |
| 3 | Animal Welfare | Students will be able to differentiate between proper and improper treatment of animals who entertain and provide recreation. | 5, 6, 7, 9, 15, 17, 20, 28, 32, 34, 39 |
| 4 | Pet Overpopulation | Students will be able to state reasons why pet overpopulation is a problem in our society. | 8, 9, 10, 11, 17, 18, 19, 20, 21, 28, 32, 34 |
| 4 | Learning About Animals | Students will be able to recognize similarities and differences among animals they have observed. | 14, 16, 18, 20, 21, 24, 25, 28, 32, 33, 34 38 |
| 4 | Laws That Protect Animals | Students will be able to explain why laws have been passed to protect animals and people. | 3, 5, 7, 8, 9, 15, 17, 18, 19, 20, 21, 24, 28, 29, 32, 34 |
| 5 | Responsibilities of Pet Ownership | Students will be able to identify ways human irresponsibility can cause injury or death to a pet when it is abandoned. | 9, 10, 17, 18, 19, 20, 21, 24, 28, 32, 34 |
| 5 | Nature's Interdependence | Students will be able to construct diagrams of food chains in various environments. | 1, 16, 20, 23, 24, 25, 28, 32, 34, 36, 38 |
| 5 | An Appreciation of Animals in Their Natural Environment | Students will be able to show an appreciation of animals in their natural environment through writings and illustrations. | 1, 5, 7, 8, 13, 14, 16, 18, 19, 20, 21, 23, 24, 25, 28, 32, 33, 34, 36, 38, 39 |

## Appendix (continued)

| GRADE | TOPIC | PERFORMANCE OBJECTIVE | CODE NUMBERS |
|---|---|---|---|
| 6 | Animal Rights | Students will be able to argue the pros and cons of various issues surrounding animal's rights. | 2, 3, 5, 6, 7, 8, 9, 13, 15, 17, 18, 19, 20, 21, 24, 28, 29, 32, 34, 36, 37 |
| 6 | Endangered Species In the Oceans | Students will be able to explain the factors that have contributed to the changing of the ocean's life patterns. | 1, 5, 7, 13, 16, 17, 20, 23, 25, 28, 33, 34, 36, 38 |
| 6 | Improving Our Vandalized Environment | Students will be able to give examples of ways in which humans can maintain a healthy environment for themselves and animals. | 1, 8, 14, 16, 20, 23, 28, 34, 35, 36, 38 |

# Books for Teachers

Bates, Marston. The Forest and the Sea. Vintage Books. Random House. 1970. A survey and compilation of humane and animal protection laws in the United States.

Caras, Roger. Death as a Way of Life. Little Brown & Co. Boston, Toronto. 1970. (on the cruelties of hunting)

Droscher, Vitus B. The Mysterious Senses of Animals. E.P. Dutton & Co., Inc. 1965. Discusses a wide range of animals; contains many useful facts about the details of animal life; describes friendship, language, community organization, competition etc. in bees, prairie dogs, baboons, chickens, etc.

Guggusberg, C.A.W. Man and Wildlife. Arco Publishing Co. New York. 1970. The book has some value for its historical accounts of how humans have exploited animals for profit over the centuries. The author is of the conservationist school, however, and makes apologies for hunting as the savior from extinction of many animals. The book contains lots of "good" facts if you need examples of gross exploitation of animals.

Krutch, Joseph Wood. The Great Chain of Life. Houghton Mifflin. Boston. 1957. "In an attempt to understand (animals) we shall draw upon both what the biological sciences have learned and, also, upon those direct experiences the sympathetic observer can have. We shall try first of all to look with unprejudiced eyes at specific examples of animal behavior. At the same time we shall also do a little more than that. We shall ask not only what the animal is doing but also how "aware" it seems reasonable to suppose that he is." (From the prologue)

Leavitt, E.S. Animals and Their Legal Rights. Animal Welfare Institute. 1970. A survey and compilation of humane and animal protection laws in the United States.

Lorenz, Konrad. King Solomon's Ring. University Paperback. London. Animal behavior within the context of their world.

Maxwell, Gavin. Ring of Bright Water. E.P. Dutton. NY. 1965. Sharing life with pet otters. Easy reading.

Shaller, George B. The Serengeti Lion. University of Chicago Press. 1972. Study based on three years in Serengeti National Park; discusses lion's behavior in relation to its survival.

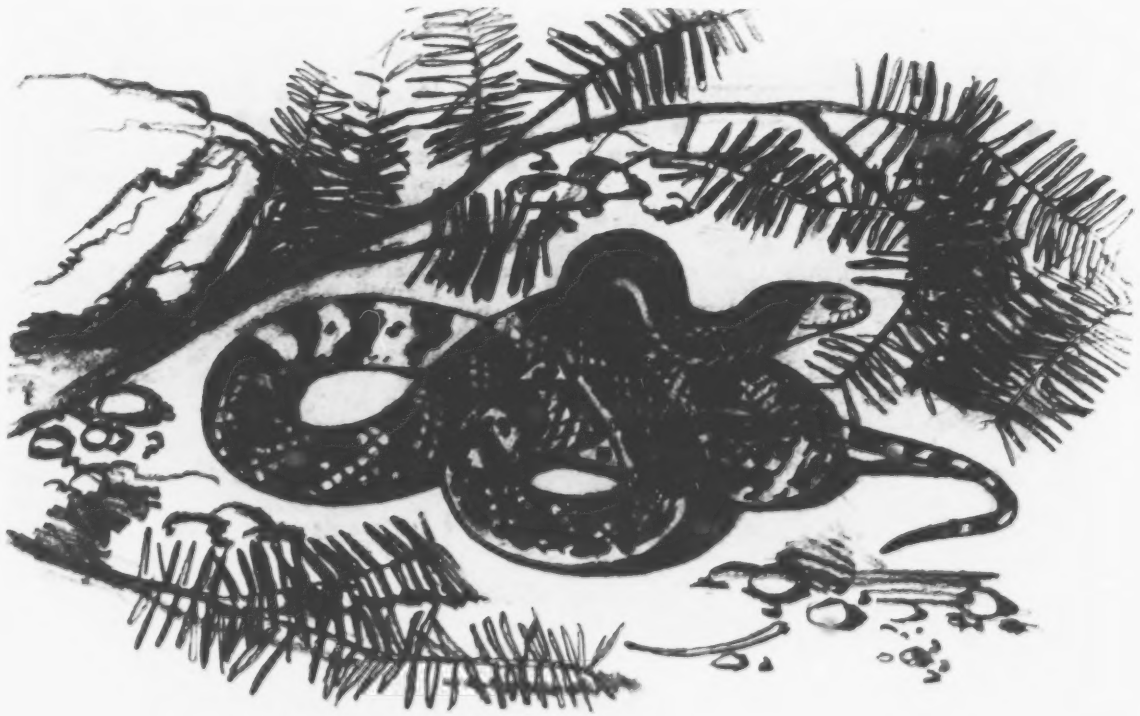
Schweitzer, Albert. Reverence for Life. ed. T. Kiernan. Philosophical Library. 1965.

Seton, Ernest Thompson. Lives of the Hunted. Wild Animals I have Known. Monarch, the Big Bear. Two Little Savages. The Book of Woodcraft. Wild Animal Ways. Stories about wild animals.

Sinclair, Upton. The Jungle. Doubleday. Page & Co. NY. 1906. The original expose of the conditions in Chicago stockyards which led to some reforms.

Thomas, Lewis. The Lives of a Cell. Viking Press. New York. 1974. Simple amusing thought-provoking essays about how humans live; some interesting thoughts on life, human and animal.

van Lawick-Goodall, Jane. In the Shadow of Man. Houghton Mifflin Co. Boston. 1971. "(O)ne of the most enthralling stories of animal behavior every written. It is unique in dealing with the member of the animal kingdom closest to man. So complex is the social organization of chimpanzee community, so obvious are the many parallels between chimpanzee and human relationships, that the author sometimes felt as if she were making a study of village life.



Source: The University of the State of New York, The Humane Treatment of Animals, (Albany, NY, The State Education Department, Bureau of Elementary Curriculum Development, 1976), pp. 30-31.

# Books for Children

Childrens' library books are an integral part of the teaching of humane education. Teachers are to peruse reading material prior to student selection. The central aspect of the library experience is to help children develop a foundation of human values.

Adoff, Arnold. Birds. Illustrated by Troy Howell, N.Y.: J.B. Lippincott, 1982. A collection of thirty free verse poems presents the birds' perspective on spring, cats, air, squirrels, seeds, worms, nests and other birds. All ages.

Behnke, Francis. The Changing World of Living Things. 1972. Discusses the balance of Nature, man's effect on the environment, pollution, cities, ecological relationships. Intermediate.

Calhoun, Mary. Audubon Cat. Illustrated by Susan Bonners, N.Y. Willison Morrow & Co., 1981.

Cook, Marian. Waggles and the Dogcatcher. New York. Morrow. 1961. Realistic, simple picture story. Primary.

Hess, Lilo. Problem Pets. Scribner. 1972. Tells about the difficulties of keeping wild animal pets. Intermediate.

Hirsch, S. Carl. The Living Community. Viking Press. 1966. Mentions people (Darwin, Audubon, Thoreau) and concepts concerned with men and the living environment. Intermediate.

Keaths, Erza. My Dog Is Lost. New York. Knomell. 1960. How lost pets are returned to owners. Primary.

Maxwell, Gavin. Ring of Brightwater. E.P. Dutton. NY. 1965. Sharing life with pet otters. Intermediate.

McCoy, J.J. Animal Servant of Man. Lothrop, Leed, and Shepard. 1963. Contributions of animals to man's life.

McNeer and Ward. My Friend Mac. Houghton Mifflin. 1960. A lonely French Canadian boy has a moose for a pet for a year. Intermediate.

North, Sterling. Rascal. Dutton Company. 1963. Adventures of a boy and his pet raccoon.

Parnall, Peter. The Mountain. Doubleday, 1981. New York. All ages.

Rerry, John. The Whale's Dream. Washington, DC.: the HSUS - Intermediate

Sewell, Anna. Black Beauty. The original anti-cruelty story that was a factor in the rise of the ASPCA and similar societies.

Source: The University of the State of New York, The Humane Treatment of Animals, (Albany, NY, The State Education Department, Bureau of Elementary Curriculum Development, 1976), pp. 28-29.

# Helpful Books About Caring For Small Animals

Culture Methods for Invertebrate Animals; Frank E. Lutz et al; Dover Publications (edition); New York; 1959. (orginally published by Comstock Co., 1937.)

Classroom Animals: Their Care and Maintenance (Educational Leaflet No. 17); New York State Museum and Science Service; Education Building; Albany, N.Y.; 12224; 1964.

Small Creatures: Examining Your Environment; J. Kenneth Couchman et al; Holt, Rinehart and Winston of Canada; Toronto; 1974

Field Book of Nature Activities and Conservation; William Hillcourt; G.P. Putnam's Sons; New York; 1961

The Hungry Bird Book; Robert Arbib and Tony Soper; Ballantine Books, New York; 1971

Bird Ambulance; Arline Thomas, Scribners, New York; 1971

# Recommended Biology Project Books

Elementary (K-6) and Intermediate (Gr. 6-8)

* 1. Insects in the Classroom, John H. Borden and Brian D. Herrin, British Columbia Teacher's Federation, Vancouver, 147 pp. (softback), 1972. (E,I)

* 2. The Curious Mollusks, Marie Jenkins, Holiday House, New York, 1972. (E,I)

* 3. Animals in Field And Laboratory: Science Projects in Animal Behavior, Seymour Simon, McGraw-Hill Book Company, New York, 1968. (I)

* 4. Discovering Nature Indoors: A Nature and Science Guide to Investigations with Small Animals, Ed., Laurence Pringle, The Natural History Press, Garden City, New York, 1970. (E,I)

* 5. Can Invertebrates Learn? Barbara Ford, Messner, 1972, 96 pp. (E)

6. Adventures with Insects, Richard Headstrom, J. B. Lippincott Co., Philadelphia, Pennsylvania, 1963. (E-I)

7. Look What I Found, Marshal T. Case, The Chatham Press, Inc. Riverside, Connecticut. Distributed by Viking Press, Inc., 625 Madison Avenue, New York 10022, 1971. (E)

8. The Kindness Club Project Manual, The National Humane Education Center, Waterford, Virginia 22190, 1969, 54 pp. (E)

9. Teaching Science in our Outdoor Environment, P. Gross, and E. P. Railton. University of California Press, Berkeley, 1972, 188 pp. (E)

10. Experiments in Optical Illusion, Nelson F. Beeler and Franklin M. Branley, Thomas Y. Crowell Co., New York, 1951. (E-I)

11. Come with Me to the Edge of the Sea, William Stephens. Messner, 1972, 80 pp. (E)

12. Life in a Bucket of Soil, Richard Rhine. Lothrop, Lee and Shephard, 1972, 96 pp. (E)

13. Magnify and Find Out Why, Julius Schwartz. McGraw-Hill, 1972, 40 pp. (E)

14. Track Watching, David Webster. Franklin Watts, 96 pp. (E)

15. Worms, Lois and Louis Darling. Morrow, 1972, 64 pp. (E)

* Highly recommended

# References On Marine and Tropical Fish Aquariums

Fishbaits: Their Collection, Care, Preparation and Propagation. (For crayfish, earthworms, crickets, roaches and mealworms) Leaflet FL-28, U.S. Department of the Interior, Fish and Wildlife Service, Washington, D.C. 20240, Rev. Nov. 1970, P. 22.

General Information and Culture Methods (for protozoa, hydra, planaria, crustaceans, ant colonies, fungi, algae, aquaria and terraria). Connecticut Valley Biological Supply Co., Inc., Valley Road, Southampton, Mass. 01073.

The Salt Water Aquarium Manual, by Robert J. Vanenti, Aquarium Stock Co., 164 pp., New York. 194 topics covered--substrates, salt water medium, water chemistry, marine plants, marine invertebrates, marine fish, diseases of marine fish.

Marine Aquarium Keeping: the Science, Animals and Art. Stephen Spotte, John Wiley and Sons, N.Y. Covers the following in aquariums--sea water, setting up, filtration, physical factors, testing and trouble shooting, maintenance, animals, new animals, nutrition and feeding, decorating.

Marine Aquariums: Principles and Practices, John M. King and William E. Kelley, 1976, Aquarium Systems, 33208 Lakeland Blvd., Eastlake, Ohio 44094. Basic equipment, set-up, introducing the animals, maintenance, disease prevention, etc.

Keeping A Marine Aquarium--A Manual, Valenti, Christopher, University of Delaware Sea Grant College Program, Newark, Delaware 19711, 37 pp. The contents are introduction (equipment and cost), basics, seawater, setting up and conditioning the animals and plants, adventures in collecting, maintenance requirements and troubleshooting.

Carolina Marine Aquaria. 24 pp., Carolina Biological Supply Company, Burlington, North Carolina 27215. Includes information on marine aquariums, setting up, maintaining, operation, culturing food organisms, etc.

The Marine Aquarium. Wolfgang Wickler. Neoture, NJ: T.F.H. Publications, Inc., 1973. 112 pages. Explains the best ways to keep marine fish and invertebrates. Fully illustrated with 125 color photos and 16 line illustrations.

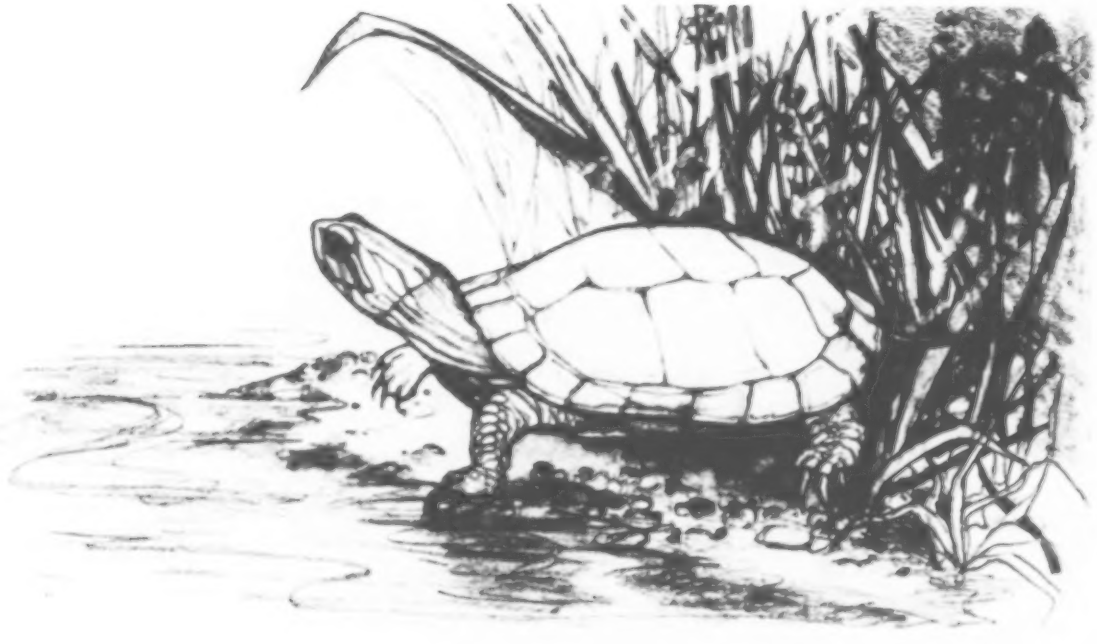
Simon and Schuster's Complete Guide to Freshwater and Marine Aquarium Fishes. New York: Simon and Schuster, 1976. Over 250 pages. Over 300 full-color photographs. Contains a glossary and an index, plus a key for temperature, ph and light.

Tropical Aquarium Fishes Freshwater & Marine (Cust, George 1972) Unicom Publ. Corp., 40 W. 57th St., N.Y., NY 10019.

Marine Aquariums: Principle and Practice (King, John M. and William E. Kelley) 33208 Lakeland Blvd., Wastlake, Ohio 44094.

Some Hints for Maintaining Marine Animals in the Home or Classroom (Wilkie, Donald W.) Scripps Aquarium Publication No. 3. San Diego: University of California, Graphic and Reproduction Services, 1971.

Carolina's Freshwater Aquarium Handbook
Daniel E. James. Carolina Biological Supply Company. Burlington, NC 27215
Includes information on set-up, aquarium plants, animals, and maintenance.



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